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AUTHOR Richardson, J. Lynne; Garfield, Nancy
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ABSTRACT

The Education for Parenthood Child Development Guide is designed to encourage Girl Scouts to choose various activities relating to: observing and working with children; drawing conclusions based on their own experiences and evidence; choosing their own activities and projects; collecting their own evidence on child development; creating projects and putting them into action; and sharing their experiences and ideas with children, adults, and teens. The guide is divided into four units: infancy, childhood years, helping children learn, and children and love. Each unit opens with a starting line, followed by descriptions of numerous activities with accompanying options which provide specific supportive exercises. Provided with the activities are "How-to's" giving suggestions for what to do, where to find resources, and how to carry out activities. Each activity and option is accompanied by Advisor/Leader Notes, giving various suggestions and hints on what the leader can do to encourage choice, understanding, and involvement. Each unit concludes with a list of suggested projects. Appended to the guide are lists of resource materials (films, readings, and other materials).
(Author/BP)

APR 19 1974

EDUCATION for PARENTHOOD



Child development guide

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child development guide

BY,

J. LYNNE RICHARDSON
NANCY GARFIELD

CHILD DEVELOPMENT GUIDE, pilot edition, has been developed by the Program Department of Girl Scouts of the U.S.A. through the support of the Office of Child Development, H.E.W.

G.S.U.S.A. Education For Parenthood
Project Director - J. Lynne Richardson
830 Third Avenue
New York, New York 10022

Produced during the tenure of Dr. Cecily C. Selby, National Executive Director by Educational Service Division,
Dr. Gloria Fauth, National Director of Educational Services.

William Nixon III, Consultant

With much assistance from:

Doris Rivera, Program Assistant
Sara Ann Bermont, Program Assistant,
Calligrapher

Sandra Bender, Program Assistant
Judy Cook, Program Specialist
Suzanne Burns, Training Specialist
Dolores Nicholas, Assistant to Director
William Holohan, Director of Purchasing
Helen Brady, Director, Organization
Relations

Nerei Rivera, Typist & Layout Assistant

Printer: Peter Caputo

With thanks to

Francine Craven, Director
Program Department

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Girl Scout Magazine
Program & Training Specialists
in Region I-VI

Endorsed by G.S.U.S.A. Religious
Consultants

Rabbi Meir Felman
Synagogue Council of America

Miss Emily Gibbes
National Council of Churches

Rev. Msgr. Thomas J. Leonard
U.S. Catholic Conference

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LEADER'S VERSION

The purpose of the Child Development Guide is to encourage girls to:

- * Observe and work with children.*
- * Use their own experiences and evidence in drawing conclusions.*
- * Choose their own activities and projects.*
- * Collect their own evidence on child development.*
- * Create projects and put them into action.*
- * Share their experiences and ideas with children, adults, and teens.*

ADVISER/LEADER

PLEASE FILL ME OUT:

WE NEED YOUR HELP:

REACT AND COMMENT:

Since each Girl Scout group is unique, there will be many different reactions to the Child Development Guide. We at National Headquarters are interested in your involvement in the suggested activities, options, and projects in the Education for Parenthood Child Development Guide. Think of yourself as testing out a new program.

No matter whether your group spent 2 days or 10 weeks using the Guide, we are very interested in your reactions. Your input will be a valuable part of G.S.U.S.A.'s participation in the nationwide Education for Parenthood program jointly sponsored by the Office of Child Development and G.S.U.S.A. Girls and Adviser/Leaders experiences will contribute to the final program.

Please be frank and open in answering the questions on both sides of this form.

Please complete this questionnaire, cut along the dotted line and mail to:

Lynne Richardson
Girl Scouts of the U.S.A.
Program Department, Efp.
830 Third Avenue
New York, New York 10022

Your Name _____

Your Address _____

Name of Council _____

Council Address _____

Number in Group _____

()
1

Girl Scout Level

1 () Senior Adviser

2 () Cadette Leader

() ()
2 3

Approximate number of girls who participated in the Education for Parenthood program by developing a project.

() ()
4 5

Approximate number of girls who used the Child Development Guide in some way.

INSTRUCTIONS: Please react to all of the following questions and statements by checking the answers which best describe your experience. You can check more than one answer.

- ()
6 The section of the Child Development Guide most used by the group was:
1() Infancy 2() Childhood Years 3() Helping Children Learn 4() Children and Love
- ()
7 Activities and options were usually tried:
1() in large groups 2() in small groups 3() by individuals
- ()
8 Girls in your group participated in the program by:
1() discussing child development 3() reviewing material on child development
2() observing children 4() testing out children's responses
- ()
9 As a part of your group's involvement in Education for Parenthood program, members had experience:
1() working in a school or child care center 3() working with handicapped children
2() tutoring children 4() caring for children
- ()
10 As a part of your group's involvement in Education for Parenthood program, members visited:
1() a day care center 3() an elementary school 5() remedial reading center 7() parent child center
2() a pre-school 4() families 6() agencies for the handicapped 8() other
- ()
11 The following individuals acted as resources for the group:
0() pediatrician 3() nutritionist 5() pediatric nurse 8() social worker
1() parents 4() child care worker 6() teacher-counselor 9() other
2() psychologist 7() clergyman/woman
- ()
12 Did your group participate in coed activities? 1() yes 2() no
- 13 If your group developed a project for Education for Parenthood, please state the title.
- 14 Your other comments

THE APPROACH

There are many ways of using the material in this guide. The girls may decide to use all or some of this material. Whatever your group decides will probably be best for them and will help make the activities more meaningful.

The intention is to have girls choose an activity and then the options which follow. In general, the activities cover basic topics which serve as jumping off points for options. Options are more specific exercises that support activities.

Projects listed at the end of each section suggest girl community involvement. Any activity or project could be done in a coed group. In many instances, the activities and options can become parts of projects or give girls ideas to create their own projects.

Alongside the description of activities are How To's which are suggestions for what to do, where to find resources, and how to carry out the activity. Very often, there are many ways of doing an activity or option and not all are listed. No doubt the group can invent their own version or style. - This will make it more fun!

In the special Leader's Version there are Adviser/Leader Notes. The Adviser/Leader Notes are suggestions and hints on what the leader can do to encourage choice, understanding, and girl involvement. The notes are placed on the left hand pages parallel to most activities and options in this guide. In addition, there are pages for you to jot down notes and reactions to the group's experiences.

One suggestion is to contact local high schools for information and resources. Many schools throughout the country are testing out the curriculum, Exploring Childhood. Your group will find many activities in this guide can be supplemented by the resources in your community. Write to Education Development Center, 15 Mifflin Place, Cambridge, Mass. for information on the curriculum and test sites.



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I N F A N C Y

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INFANCY

We know now that babies develop intellectually and socially as well as physically in the first months of life. We also accept the importance of the early relationships children have with adults as crucial to their later development. We know that diet in pre and postnatal life is important. The use of colorful toys and a variety of other devices used today are helping children develop mentally by providing intensive and stimulating environments.

We are more aware today that growth rates differ in all individuals. We know that some children will walk at 9 months, while others will walk at 18 months. Some children will talk at one year, and others will not talk until they are three. However, the range for each child's development is uniquely her own and indicates how different we all are or can be. With increasing knowledge of child development, we have begun to diagnose early problems and treat them while children are still very young. Pediatricians, prenatal care centers, and child study centers are now available for parents who wish to obtain information on the development of infants and young children.

There are many areas to study in infancy from the meaning of the first cry and the sucking reflex to the infant's random play behavior. What do these indicate in the life of an infant? Girls are encouraged to explore possible answers through observation, reading, and discussion.

ADVISER/LEADERS NOTES

This short case only requires that girls react and discuss. No additional information is necessary. There can be many explanations for different behaviors.

After reading this brief case, girls may want to discuss the question, "why the smile or screech." Allow girls to give reasons for the smile and the cry.

Girls may find acting out the scenes will help them to understand the smile or scream. Those who want to dramatize the scenes step aside and plan it. Each person takes the role of either Laurie or one of the parents. After each scene, discuss what people watching saw and how the actors felt.

Help girls expand their thinking by considering not only the feelings of the adult, but those of the infant in the crib. Perhaps, they can discuss how big the adult looks to the infant. Discussion can move in any direction from the helplessness of an infant, to the infant's impressions of the adults, to the security the infant feels from a gentle touch. Don't get hung up on trying to find a right answer because there is no one answer. If you would like, it might be helpful to act out the scenes with a friend.

STARTING LINE

Act, React, Discuss

"Laurie's parents stood by her crib gazing at their new baby girl. Feelings welled up inside them as they watched this new person. They bent over the crib touching Laurie's hands and moving closer to see every inch of her.

As they came closer, Laurie wriggled about. When her parents, delighted by her movements, smiled and laughed, Laurie threw up her arms and legs. As might be imagined, this only delighted her parents. As Laurie's father lifted her from the crib, she smiled. When her father put her back in the crib, without warning, Laurie let out a screech and a cry.

Why the smile?

Why the screech?

Share your reactions with your group.

ALSO

Try to consider the opposite situation.

What if: Laurie cried when picked up and smiled when put back in the crib. What explanations could you give?

ADVISER/LEADERS NOTES

You may want to look at the article listed in How To's before girls do so that you will be familiar with it. Also contact prenatal clinics or look up information in the library on the development of the infant during pregnancy.

Resources:

The Beauty of Birth, Colette Portal, Alfred A. Knopf Co., 1971

Love and Sex in Plain Language, by Eric Johnson, Philadelphia: J.B. Lippincott Co., 1967.

The Wonder of Life, Milton Levine, and Jean Seligmann, Golden Press.

Human Growth, Lester F. Beck, New York: Harcourt, Brace & World, 1949

ACTIVITY

EXPLORE the development of an embryo and fetus. Describe a baby's development before birth. Each girl can report on a different stage or month of pregnancy.

Discuss your findings.

You were surprised to find _____.
(Fill in the blank)

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You were interested to find _____.

HOW TO'S

Materials for gathering information are available in encyclopedias and pamphlets, in museums and libraries. Films on human development are often available through the Board of Education or Health. You will find the Life Magazine article "Life before Birth" (April 30, 1965) very interesting. There are good pictures and short descriptions. This article can be explored on a field trip to the library. You could also write for a reprint (Time-Life, Time and Life Building, Chicago, Ill. 60611.)

Try to find out what the baby is like during these months. Does the baby have any abilities and feelings? What is it like to live for so many months in the fetal position? Imagine how the infant feels at birth?

OPTIONS

DIAGRAMS

Draw diagrams of the baby as it develops in the nine months of pregnancy.

OR

Draw the story of the sperm and egg which form a baby in the human reproductive process.

Label.

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EXPERIMENT

Get a hatching egg and work with it for 21 days. OBSERVE the chick as it is born. DESCRIBE the chick's birth in a daily log. DRAW the parts of the chick in a diagram.

HOW TO'S

Materials for the drawings are available in the source such as: April 25, 1965, Life Magazine article Life Before Birth. Also available is a film strip which can be ordered from Time-Life. The title is Life Before Birth. Your school system or public health department may have other materials available.

You can send for fertilized eggs to the Carolina Supply Co., Burlington, N.C. or speak to your local school or university science department, or community college.

RESOURCE:

Ernest Bosiger, A Bird Is Born, New York: Sterling Press, 1960.
Margaret Cosgrove, Eggs and What Happens Inside Them, New York: Dodd, Mead, and Company, 1966.

ACTIVITY

COLLECT AND OBSERVE

Find several different forms of life (plants, animals, humans). Find out how fast they grow, in a day, in a week, in a year. Do non-living things grow? Discuss. Find out the pregnancy gestation periods of different animals.

At what point in an animal's life cycle does maturity occur?

For example:

Butterfly
Fruit Fly
Cat
Ape

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HOW TO'S

Observe the rates of growth in all living things. Measurements can be taken of plant and animal growth. Weights can be included in making evaluations. Can you find any living animal or plant? Keep a log or a journal. Try listing the changes each day or week. It is especially useful to choose very young animals as their growth will be most noticeable.

RESOURCES for Activity and Options:

Donald Borrer, Caterpillars, New York: Audubon Nature Bulletin, 1964.
Jeanne Broelette, Butterflies, Chicago: Follett Publishing Company, 1961.
Anne Dowden, Secret Life of the Flowers, New York: Odyssey Press, 1964.
Jeanne Echbondt, A Butterfly Is Born, New York: Sterling Press, 1960.
Suzan Swain, Insects and Their World, Garden City: Garden City Books: 1961.

ADVISER/LEADERS NOTES

Girls will begin to observe and describe what they see. Encourage them to look for details in the development of animals.

Examples of details to focus on are:

- * Eyes closed or open at birth
- * Physical features: nails, claws, feathers, teeth, color, fur, skin texture
- * Types of sac that surround the new born: shell

ADVISER/LEADERS NOTES

Girls can each guess the largest animal. Encourage them to explain reasons why they think the animal they named is the largest. It would be useful for them to look up the animal they named as well as babies and people. Have them find out their weights and sizes at birth and compare.

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OPTIONS

GUESS AND LOOK UP

What is the largest member of the animal kingdom? How much does it weigh at birth? How much does a human baby weigh at birth? Make a chart of animal birth weights and include weight at maturity. Make a (longevity) chart. Compare their life span.

SEARCH FOR AND OBSERVE ANIMALS

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Describe a baby animal. Is it the same as a baby? How old are animals when they are no longer considered babies? How does this differ for human beings? Make a chart of the ages of animal maturity.

Discuss with your group how your pet's mother cared for her baby when it was just born. Do human mothers do some of the same things?

HOW TO'S

Example of Resources:

Smith, Bradley, The Life of the Elephant

The Life of the Giraffe

The Life of the Hippopotamus

Cleveland: World Publishing, 1972

Take a walk around your neighborhood with some friends and check out the animals. Can you tell baby animals from mature animals? Be alert to what the animals are doing. Try spending some time watching one animal for a while. Watch what is happening.

If your own pet, or your friend's pet has just become a parent, check out the way the animal provides for the child.

ADVISER/LEADERS NOTES

Girls may want to serve refreshments. Also, it might be useful to keep the size of any one party around 12 to 20. This will allow for more sharing and interaction. Ask girls to organize the actual party and be certain everyone invited has a chance to talk. At the beginning of the party, girls should give people a chance to talk informally. Then, as people seem more relaxed, begin. Since some people may be reluctant to speak up at first, girls can try telling a story themselves. Or they can simply say "starting from left to right each person, tell a story."

ADVISER/LEADERS NOTES

Once girls have collected photos, they may want to create a display on infancy in different generations or families. They will find that investigating what infants have been like for several generations may help them to see their parents in a new light.

ACTIVITY

PARTY-RAP-SHARE

Invite friends and their parents for an evening. Ask them to bring along all their funny stories, photos, and special toys from childhood. Take some time to know about a very special thing in each other's life.

Before everyone leaves, try having each person say what was surprising to her/him.

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OPTIONS

SCAVENGE UP baby pictures of relatives or friends. Try to find photos for several generations of different people in one family.

Compare the baby pictures. What are the infants like? What similarities do you find?

HOW TO'S

You will want to make up a list of lots of different kinds of people that you know. People who grew up in different parts of the country will usually have unusual stories. Before contacting people, decide how many people you would want to attend. Speak with your troop or parents depending upon where you want to run the party. Set up a time and place, and then invite people. Be sure to let them know what your purpose is and that you think people can get to know each other better if they share a bit of each other's memories.

(It might be terrific to invite one or two people who are new to your community.)

Resources:

Cook, Judy, Feeding a Crowd, Dell Publishing for Girl Scouts of USA, 830 Third Ave., New York, Catalog: No. 19-9771 35¢.

Speak to your parents about where you can find pictures of them or your grandparents. They may even have old family albums to show you. You may want to see what other families have been like in past generations.

ADVISED/LEADERS NOTES

Girls may be hesitant to seek people out, if so, perhaps you can recruit among your own friends. It is unlikely that more than 3 to 5 parents with children will be necessary. If there are too many, it will be difficult to hold a group discussion. You might suggest that girls draw on the parent's experiences by asking questions. Remind girls not to compare the children in the discussion. It might be useful to try this kind of session twice, once as a rap session and next, as a panel discussion. Guests could be placed in the front of the room, with a girl as a moderator for the questions. People from the group can then ask questions of the guests. Hopefully, guests will respond to each other's statements.

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OPTIONS

RAP Session

Invite mothers or fathers of young infants or young children.

Focus on parent's experiences with their children.

Discuss feelings about:

First time they held their baby

Infant's need for security

The effect of the mother's heartbeat

Importance of talking and playing with babies

Nursing a baby or bottle feeding. What is most important when feeding a baby?

Check out the different ways people manage infants.

HOW TO'S

Finding parents who will come, may take a little searching. If possible, invite about 3 or 4 for a session. You may want them to bring their child along. To find parents, ask your own parents, teachers, friends, for names of possible people. Be sure to explain what your purpose is.

If parents are going to bring a child, try to have some toys and refreshments for the child (such as animal cookies.)

Before the session begins, introduce everyone. Ask each person to tell a little about her/himself.

Think up other topics related to infancy about which you would like to hear people's opinions.

ADVISED/LEADERS NOTES

This exercise can show girls the changes in their own growth and development through examination of their own experiences and history. As an introduction, it is useful for learning about development and self. Each person can give a brief oral or written explanation of the obvious and less noticeable physical and social changes that are shown in the pictures.

OPTIONS

CREATE AND SHARE: a scrapbook of your childhood pictures from younger ages to older ages. Include an explanation of the changes that took place. Share observations with your group. What did you note that was interesting? Funny? Loveable? Unusual? Common?

SWAP scrapbooks and try asking each other questions about the pictures you liked best.

TALK to people you know about their own infancy and childhood. Perhaps you can focus on questions like:

- * What is the first thing they remember?
- * Who are the first people they recall?
- * What were their favorite games, toys?
- * What is the most interesting or the funniest story they remember?
- * What is the saddest?

Keep a record of the answers each person gives.

HOW TO'S

Collect pictures of your relatives. (If none are available, try collecting pictures on another person and portray his/her personal history.) It can be lots of fun to share your scrapbook with others. Ask them if they can tell something about the important events in your life from the pictures.

If you like, you can start with people your own age. Try to speak with senior citizens, children and parents. Of course, add your own questions. The one's listed here are only suggestions.

Keeping notes on what people say is important because you will want to compare people's experiences. How many of the people you interviewed gave similar answers to your questions? What affect did people's present ages have on the answers they gave you?

Using the above questions give a brief report to your group on kinds of experiences people have in childhood. Explain any differences and similarities in people who grew up before the 1960's.

ADVISER/LEADERS NOTES

In making observations, the girls will learn of the many facets of infant child care, feeding and child development at different stages, as well as the problems that were encountered. Girls will have to arrange with the infants' parents, day care centers, or parent-child centers before they plan to visit. It would be best to plan several visits and to have notebooks to record what they see. Always explain the purpose of the visit to the agency, parent or center. Suggest that girls go in small groups, not in a whole troop. Encourage girls to make six visits. Have them plan with the person in charge, what they will do on the visit.

Provide several sessions for girls to discuss and share their observations. Possibly, show a film on infancy or child care. This may be valuable before girls visit. Often, prenatal clinics, churches, synagogue, community colleges, or public health departments have films available. You might ask for their lists.

Try to let girls come to their own conclusions about infants. Encourage girls to see that there is no one answer to what an infant should be doing. It is important to emphasize individual rates of growth.

You might try this activity, yourself, before girls do. At least, have a talk with your own friends about their ideas and feelings in relation to infants. How do your opinions differ? Is there a right answer?

RESOURCES: In Praise of Babies, James Adler (ed.), Doubleday and Company, 1968.
Infancy and Early Childhood, Honne Brackbill (ed.), The Free Press, 1967.
The Magic Years, Selma Fraiberg, Charles Scribner's Sons, 1959.

ACTIVITY

VISIT AND OBSERVE children, ages 1 month to 1 year.

LIST THINGS you see. What can these infants do easily? Describe babies from the first month to the twelfth month. Or Create your own way of charting. (Posters, collages, photo essays, etc.) Of course, always include an explanation of physical growth, skills like sucking, leg and arm movement, eye movements, hand and foot grasping, and babies control of head, toys, food and reactions to parents and strangers. Check out the infants control of his arms and body at different months, as well as crawling, and standing.

Watch for infants reactions to:

- * hanging mobiles
- * people
- * pets
- * noises
- * other babies and/or children

RESOURCES:

Erna Brenner and Symeon Shimin
A New Baby, A New Life,
McGraw-Hill, 1973

HOW TO'S

You may find that there are new mothers who would enjoy sharing all their new experiences with you. Day Care Centers also will provide some time for you to observe and possibly work with infants. Remember you are collecting your own evidence, and try not to make judgements right away. You will have to arrange with the infants' parents, day care centers, or parent-child centers before they plan to visit. It will be best to make three to six visits.

Why not ask each person to observe a particular month of infancy. Avoid going to observe in groups larger than 2 or 3.

After each observation, it is useful to write down:

- 1) a general outline of what you saw.
- 2) the sounds you heard.
- 3) activities started by infant.
- 4) activities started by mothers or adults.

This should be done with each observation and kept in a notebook as a journal, log or diary. You will then have a running record of first hand evidence. You will be able to refer to your own data when holding discussions, making charts, etc.

When observing infants, note: eating, sleeping, elimination, bathing, and dressing habits at different months of the first year. Are they different each month? Why?

Continued.....

ADVISED/LEADERS NOTES

As girls list their likes and dislikes in relation to caring for an infant, encourage explorations of both negative and positive feelings. Accept girls' feelings without imposing adult ideas.

Encourage girls to fill out the statement "Infants remind me of _____". Have girls share their statements.

It is suggested that this activity take place over a four week period of time.

ACTIVITY

WRITE FOR and CHECK OUT pamphlets like Your Baby's First Year, Your Child from 1-3 Infant Care. These are published by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. They are short pamphlets with pictures and cost 20¢ to 75¢ each. Also send for pamphlet on "The Care and Safety of Children" by Jan M. Arena, M.D., Womens News Service.

HOLD DISCUSSIONS and share your observations with your group. (Focus on: the infant's activities, dependence on others, reactions, growth, movements.)

LIST things babies can do alone.
List things others must do for them.

LIST what would bug you about caring for a baby.

LIST what you would like.

Infants remind me of _____.

HOW TO'S

Keep a list of all the safety measures which should be followed to protect infants. Investigate dangers of:

Lead paint	Flammable items
Toys	Stairs
Household chemicals	Unattended children
Storage of drugs	Windows

Note the development of speech in infants.
Keep in mind that there are different rates of growth and development in individuals.

During your group discussions, keep alert to what others say. When a person states an observation, comment on what you liked first. Then question the person. Try not to simply let a statement hang in the air. Speak to the person about what she has observed in infants. Ask for specifics and see if they match any of your findings. Ask people if what they are saying is a feeling or really the description of what they saw.

ADVISER/LEADERS NOTES

Locating a pediatrician or a pediatric nurse will be helpful. If she (he) can't come to the group, perhaps several girls can take questions for the group along with them and interview briefly.

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OPTIONS

OBSERVE, DEMONSTRATE, INTERVIEW

Describe the baby's skull in the first months of life. Draw a diagram of the changes that take place.

Demonstrate for your group how to hold a very young baby. (Use a doll or pillow.)

Find out about the sucking reflex in infants. Discuss. A pediatrician would be a good resource for learning about the sucking process and the babies concentration and efforts during the process.

HOW TO'S

Look in books on infants for diagrams and speak with pediatric nurses. Ask them how they hold babies. Speak with mothers and fathers about holding babies. Then report and demonstrate for your group.

You will find that sucking is a very important reflex for infants. If you cannot locate a doctor, try a pediatric nurse and books on infants or a prenatal or child clinic.

Possibly contact child development specialists in a nearby community college, university, visiting nurse's association, or founding hospital.

RESOURCE:

Erma Brenner and Symeon Shimin,
A New Baby: A New Life!
McGraw-Hill Book Co., 1973.

ADVISER/LEADERS NOTES

A book such as Practical Nutrition by Alice Payton may be useful. See pages, 92-101.

Nutrition information for babies can be found at a Maternal and Child Infant Care Clinic or at a Pre-natal clinic in hospitals. Your local Health Department may have free pamphlets. For free information contact:

Bureau of Human Nutrition
Department of Agriculture
Beltsville, Maryland

OPTIONS

SIZE UP AND COMPARE

Compare your growth measurements in 3 months with those of a baby. Who is growing faster? Try to explain why?

Measure yourself in height and weight now. Find a baby and ask its' mother how much it weighs and how long it is. Then return in 2-3 months to find out how it has grown. OR measure infants in inches at different months of their first year. What differences among them did you find?

CREATE well balanced diets for a baby in the first year of life. What proteins, vitamins and minerals does a baby need?

From evidence you collect try to explain to your group the importance of vitamins, proteins, and minerals for infant development.

HOW TO'S

Find several infants to compare your growth to. This will also give you a chance to see rates of growth among infants. If you can't find an infant, do the activity with an older child or interview mothers of 4 month olds to find out how fast their babies are growing. Ask questions such as:

* What was the child's weight at birth?
What is its weight now?

* How many inches long was the child at birth? Now?

Resources for creating a diet would consist of books on nutrition, pediatricians, dieticians, nutritionists in hospitals, preschools, and child-parent centers. You might even speak to a university or public health specialist.

Nutrition and Feeding of Infants and Children under Three in Group Day Care. H.E.W., 1971. \$.50
Food For All. League of Women Voters. 1972. \$.50

(These books are available through The Day Care and Child Development Council of America, 1401 K Street, N.W., Washington, D.C. 20005.)

ADVISED/LEADERS NOTES

This will provide a basis for comparing methods of caring for infants. Girls may want to move in an entirely different direction than is suggested by the questions. Encourage them to explore how the Ugandan infant feels about the attention and devotion she/he receives. What value is placed on an infant?

If girls want to act out a scene, find out what they have in mind and give them a chance to express their interpretation of what the scene will be. Those watching should be encouraged to talk about what they saw.

ACTIVITY

READ AND REACT

A group of African babies in Uganda were studied by a child development specialist, Marcelle Geber. He found that:

During the first years of life, infants in certain tribes of Uganda (Africa) remain with their mothers day and night. The mother talks to, cuddles and strokes the infant very often. Whenever the infant shows a desire for food, he is fed. The mother constantly watches to see what the infant wishes to do. If the child wishes to sit up, she/he is helped to do so.

Most of these infants at seven weeks can sit up and look at themselves in the mirror. At seven months, these infants are able to walk to a box and look for toys.

For further reading see:

Muriel Beadle, A Child's Mind
Anchor Books, Doubleday & Co., Inc.
Garden City, New York, 1971.

HOW TO'S

This study might be more interesting to discuss after you have visited and observed infants. Of course, this is your decision.

- * Write down your first reactions to this case study.

AND

- * Share your reactions.

OR

- * Act out a scene which demonstrates the Ugandan parent caring for an infant or an American parent.

Plan your scene ahead of time and present it to your group.

Give the group a chance to talk about the scene.

OR

Talk to mothers of infants and gather evidence about American babies.

When are babies in your community able to sit up and look at themselves in a mirror?

ADVISER/LEADERS NOTES

Encourage girls to organize the debate themselves. Circulate among the groups as they are preparing their arguments. Help them to feel that their reasons are important and need to be expressed. After the debate encourage girls to talk about their reactions to the debate.

ADVISER/LEADERS NOTES

Perhaps, it would be useful for you to express how you feel about affection and gentleness. Your statements are simply your opinion and help girls to bring out their feelings about what they like. Remember there is no right answer. Encourage girls to listen to each other's comments and to respond to what they hear, rather than simply stating an idea that is unrelated.

OPTIONS

DEBATE

The statement: "A baby will adjust to almost any condition and survive."

Hold a debate on whether or not a baby can adjust to any environment. Think of skills and characteristics that a baby acquires during the first 12 months of life.

Consider:

How do the characteristics expand as the baby grows?

What might limit a baby?

What skills might help an infant to adjust?

What might prevent a baby from surviving?

Hold a Round Table Discussion on the Importance of gentleness and affection when caring for babies. Try using examples of specific incidents you have observed. What did you see that you liked? If you babysit, perhaps you can speak about how you care for babies and what you feel is important in the caring for infants.

HOW TO'S

To hold your debate, break into 2 groups. Each group decide which position it supports. (Does the group agree or disagree with the statement?) Once each group has decided whether it is "pro or con", then give yourselves 10-15 minutes to list reasons and specific evidence for your arguments. Use any experiences you have had.

The most important thing is to listen to what is said in the debate.

After you have prepared your argument, set the teams up across from each other. Appoint your own moderator to keep order.

Perhaps, it would be valuable to keep a list of the comments your group makes. One person record reasons for being gentle with infants.

The recorder can summarize what has been said in the group either at the end of discussion or at intervals during discussion.

ADVISER/LEADERS NOTES

Girls will need time to plan their ideas and questions. Encourage them to discuss topics that concern themselves or their communities. Not much background research is necessary.

OPTIONS

RUN A PANEL DISCUSSION

Who are the first teachers of a baby and how important are these people? Organize a Panel Discussion on this topic. What can you suggest as important ways of helping a baby learn? Why do some babies learn differently? Why might some infants prefer crawling on the floor to being placed in a play pen?

HOW TO'S

The questions listed in the option suggest a focus for your panel, but certainly any topic on infancy is valid.

To set up the panel:

- * Several girls become the experts.
- * Take time to prepare ideas.
- * Others prepare questions to ask the panel.

You might invite friends or adults to participate. Possibly check out resources on how people learn.

OR

Set up a "professional panel." Include a Girl Scout babysitter, a child care worker, a parent, a baby nurse, a pediatrician, an infant day care or child development specialist.

ADVISER/LEADERS NOTES

If you try this exercise with your own friends, it may provide some ideas about how it feels. It is suggested that girls be encouraged to imitate an infant in order to understand what might be going on inside an infant.

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ACTIVITY

IMAGINE AND BRAINSTORM

For the moment, try to think about what an infant might feel like when she (he) is alone, with other infants, and/or with adults.

As a group create your own list of what an infant likes and what an infant feels comfortable with.

4 This list can be used to help young mothers understand infant's needs. You may want to offer it in a finished form to new mothers or girls interested in learning about infants.

HOW TO'S

When you try to imagine what it's like to be an infant, you may want to get on the floor or crouch and pretend you are an infant who cannot walk or crawl. Stay there for about 10 minutes. What would an infant want?

Then as a group, start brainstorming a list. One or two people write down the suggestions. Try not to interrupt each other or discuss or evaluate what people put on the list. Just go on until your energies fade. Then slip back into imagining the infant again, and see if the infant has needs you forgot. Add more to your list.

Perhaps you will want to try to think about how adults can satisfy infants and keep them comfortable, stimulated and happy.

ADVISED/LEADERS NOTES

Girls may be worried if an infant does not respond. Explain that the infant may just be feeling uncomfortable. It may have nothing to do with what the girl, herself, is doing. Of course, encourage girls to examine their own behaviors.

If girls have feelings about their experiences with infants, encourage expression and discussion with the group.

OPTIONS

ENTERTAIN INFANTS

Using your energies, create ways of playing and helping infants.

Share your ideas in a group discussion.

Examine possible:

Safety precautions

Infant responses

Limits on your actions

Create a list of Do's and Don't's when handling infants.

Now try out sensible ideas while you play and help infants.

HOW TO'S

If you babysit or can simply visit with an infant, plan things to do with a baby. Watch the infant's face and judge from what it tells you in movement or sound whether or not the baby is having fun.

OR

To help in imagining what might be exciting for an infant, try pretending you cannot walk or crawl. Lie on the floor. What would you want to entertain you?

A song, a record, a dance, a smile, a laugh?

SUGGESTED RESOURCES:

Suzy Pruden's Creative Fitness For Baby and Child,
Suzy Pruden and Jeffrey Sussman.
Baby Learning Through Baby Play. Ira Gordon, St.
Martins, 1970.
Easy-To-Do Toys and Activities For Infants and
Toddlers, Beverly Upchurch. Infant care Project
of The University of North Carolina, Greenboro,
1971. \$1.50
Recipes For Fun

Resources can be ordered through the Day Care and
Child Development Council of America, 1401 K Street,
N.W., Washington, D.C. 20005

ADVISER/LEADERS NOTES

Provide time for girls to visit and inquire about the toys. Try not to give your advice. Girls will enjoy finding out for themselves.

Girls can contact a consumer protection agency or prenatal center to find additional information.

They can also write for government publications.

Perhaps, girls can set up a resource center as suggested in the projects at the end of this section.

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OPTIONS

CONSUMER INVENTORY

Find out about types of toys and play things for infants (0-12 months). Create a list of toys and useful things which provide for infants to develop motor skills?

For example: eye-hand coordination
climbing
creeping
standing up
sitting up
turning-over

45

Investigate products and equipment for infants. Prepare a list of necessary items used from cribs to bottles to blankets to clothes.

Share your lists in groups.

What suggestions would you make to parents about the equipment and products.

HOW TO'S

Visiting stores, day care centers, and homes will help you find out about types of infant toys that are available.

Speak to sales people. What do they recommend? Which toys seem to receive complaints from customers?

Check out toys for safety and strength.

Resource: Consumer Affairs Department of
Your State.

Department stores and children's clothing and furniture stores, as well as drug stores will be your resources. Check out toys. Make lists of toys for infants. Write down comments on each one's safety, durability, etc.

Think of ways for evaluating products.

Perhaps, you will want to survey what parents of infant's think about the products. Add their comments to the list.

Beware of dangerous toys with sharp edges, lead paints, easily swallowed pieces, etc.

ADVISER/LEADERS NOTES

Suggested resources are listed at the end of this guide.

Girls should take a look at any observation notes they have made, and read some short pamphlets or books on what infants can do. This will help them to develop a list of the physical, social, and mental abilities of infants during various months of the first year.

EXTRA OPTIONS

POLL OPINIONS

Take a poll of parent's and friend's opinions on infancy. One suggestion is to focus on questions which lots of people can react to by answering yes or no or by checking a list.

Example of a list:

Would a baby at 3 months:

Grasp _____
Climb _____
Gurgle ☒ _____
Stretch ☒ _____
Sit up _____

Add more physical and mental activities until you have about 20. Develop several lists with other questions. Vary the age of the baby in the question. It is suggested that you include some activities which older children of 2, and 3 might do.

HOW TO'S

First, brainstorm a list with several people. Include things which infants are able to do. Some-one write down everything the group suggests. Try not to discuss these things until you have completed the list. Once you have a list, then discuss it. Decide which items you are sure infants are able to do. You may want to look up items you are not sure of. (Possible resources are your own log or observations, day care teachers, books on infants, pediatricians; etc.) Suggested resources are listed at the end of this guide.

Once your list is complete, decide whether you want to put each item into a question form or whether you want to develop a check list. For a check list, place one question at the beginning, such as:

Which of the following do you think infants can do?

(Then people can either check off those on your list or you can check it off for them.)

Continued.....

EXTRA OPTIONS

Are people aware of the differences between infants and toddlers?

List your own conclusions:

HOW TO'S

Of course, try expanding your poll to include anything you think would be interesting to find out. If you ask lots of people, maybe you can publish your findings in your local paper or your own pamphlet.

When you have finished polling people, count up the number of people who checked each item. The higher the number of items checked the more you can say about what people think infants can do.

ADVISER/LEADERS NOTES

If girls are hesitant to try this activity, but really seem interested, perhaps you can suggest that they locate places of interest such as parks where they can observe infants. This may generate ideas.

An audio-visual specialist at a local college or school would probably help girls. Possibly, girls can speak with friends who are photographers and work with them. Other resources are college students and local photographers who may give useable hints for filming or setting up slides.

Encourage girls to try out any idea or inspiration because there is no one approach or interpretation.

EXTRA OPTIONS

PRODUCE A FILM-OR SLIDE SHOW

Locate places where babies play or can be found. Film the babies or take slides of things they are doing that interest you.

OR

Produce your interpretation of a "*Day in the Life of an Infant*."

If you like:

Add sound by tape-recording the voices and sounds of the infants you film or take slides of. Or, simply play some records that fit the mood of your film or slides.

HOW TO'S

You can try places like supermarkets, day care centers, pediatrician's offices, parks, department stores, or any other place mothers might take their infants.

Either film with your own camera, or take slides of babies in these places. (You can also rent cameras at a photography store.)

Perhaps, you will find a family that will allow you to make a film of their infant. Concentrate on the daily activities in the infant's life.

Possibly you will want to make slides without a camera.

Turn to the next page for instructions.

Continued.....

EXTRA OPTIONS

HOW TO'S

Make slides without a camera.

Materials:

Snap shut slide binders can be gotten at your local camera shop.

Crayons, felt tipped markers, leaves, buds, thread, any material that will allow light to shine through.

On the inside of one of the slide mounts, draw a picture, glue light weight materials, or place droplets of colored dye.

Take the unused slide, mount and snap it onto the first slide mount, protecting and keeping in place the materials now inside.

This will fit a slide projector.

SUGGESTED PROJECTS

A TRAVELING GALLERY ON INFANCY

Display your photos and charts of an infant's development in a school, day care center, prenatal clinic, or pediatrician's office. Of course, you will need to request permission to do this.

In addition, you might offer to provide classes or lectures in your school, community center, or neighborhood center. If you have made films or slides on infants, perhaps those can become part of your presentation. Plan and organize your presentation so that it is meaningful to you. Test out the presentation with your family or friends before officially using it.

Calling and visiting the suggested centers and explaining your purpose and materials is important. This will convey your interest and concern.

OR

RUN A FILM OR A SLIDE SHOW

Using the films or slide show you may have produced in the activities of this section, hold showings in your home or troop. Invite friends (girls and boys) to your showing. Perhaps a rap session on the film or related topics would be fun. Try this many times and keep a record of the number who have seen the film and their comments.

OR

Write for film catalogs: World of Children. 1970 White House Conference on Children \$.50. (It includes names of distributors). Order films. Hold a film festival. Review the films listed at the end of this guide.

A RESOURCE CENTER ON INFANCY

For a weekend, a week, or as long as you choose, conduct a resource center on infancy in your home, school, troop, or community center. Invite child development specialists, pediatricians, social workers, pediatric nurses, clergymen, nutritionists and new parents. Also invite people of all ages to come and find out more about the first year of a human being's life. You will have to recruit specialists and send out fliers publicizing your event. As people enter your center, you might also ask people to submit questions they have about infants. It would also be interesting to have some reading materials available on infancy. (See How To's in this section for books, pamphlets, and centers where these materials are available. In addition, the bibliography at the end offers suggestions).

BABYSITTING SERVICE

Try setting up a group that provides information on infancy to babysitters, and also provide a list of babysitters for infants. Publicize your group and recruit sitters and parents who need reliable people.

RESOURCES:

Suzy Pruden's Creative Fitness For Baby and Child
Suzy Pruden and Jeffrey Sussman. Available through
Day Care and Child Development Council of America,
1401 K Street, N.W., Washington, D.C. 20055.
Baby Learning Through Baby Play. Ira Gordon, St. Martins
Press, 1970.

CREATE YOUR OWN PROJECT

Maybe the activities will give you an idea.



BEST COPY AVAILABLE

CHILDHOOD YEARS

CHILDHOOD YEARS

Child development is a relatively new study. For centuries, children were considered to be only miniature versions of fully grown adults. However, today the science of child development accepts the fact that many stages of growth occur during a child's life.

This knowledge has brought about greater understanding of the child's intellectual, social and emotional development. It also created the opportunity to work with children in public settings at much earlier ages. Day care and child study centers now serve children as young as a month old. These centers can provide an excellent field experience for girls to see at first hand the early stages of a child's life. Observations of children will provide input for group discussions on children's development and needs. From discussions on children's needs will come ideas for projects to meet these needs. With guidance from the leaders, girls may volunteer their services and work with young children in a supervised setting.

By reviewing their own early experiences, childhood history, and early photographs or movies, girls will gain a perspective on the qualities and stages that take place when a child grows.

There are activities and options which involve the girls in making observations of rates of growth in all living things. They will discover the range of child life from the neonatal stage to the teenager. By recognition of the social, physical, emotional, and intellectual changes in a child's growth and development, girls can see that children mature in different areas and at different rates and that all individuals vary in their developmental maturation. This may help girls to understand themselves better and to accept the differences in human development.

ADVISER/LEADERS NOTES

The starting line provides activities for girls to try with children. Girls may want to invite several children of different ages to their group and use the exercises as an entertainment for the children. The first time, children should not be more than 2 to 3 years apart. After some experience, then girls can widen the age range.

OR

Girls may want to find children on their own. They can test for children's responses and report back to their group at an agreed upon time.

Encourage girls to try each test with children of different ages. The purpose is for girls to discover at what ages children can accomplish the task.

Remind girls that their will be individual differences in children's abilities. Girls will have to test many children before they can draw conclusions.

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STARTING LINE

EXPERIMENT:

Test and record children's responses. Avoid letting the children think they have failed. Your purpose is to find out what children can do. Make it a game. Avoid giving children answers or teaching the skill.

*Test children of different ages.

*Record their age and answers.

Present a child with shapes such as circles and squares. The shapes should be colored red and blue, and should be large and small.

Ask a child to put the shapes into piles. Tell her (him) to place those that are alike in one pile. Ask her (him) to place those that are alike in a different way in another pile. Don't give hints.

Children's Responses

Age _____ Response _____

Your Conclusions

Continued.....

STARTING LINE

Obtain 10 sticks. Cut each one an inch shorter than the previous stick. Mix up all the sticks. Ask children at various ages to put the sticks into order by their lengths. Observe which children can complete the task. At what age can this be done easily?

Children's Responses

Your Conclusions

Take 10 wooden beads all of one color, and 2 wooden beads of another color. Ask a child of 3 and a child of 9 if you have more wooden beads or more of the color that you have chosen for the 10 beads. Observe at what age the child will give you the correct answer.

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Children's Responses

Your Conclusions

Take 10 pennies and bunch them up. Take 10 more pennies and spread them out. Ask a child of 3 and a child of 8, which group of pennies has more in it. Try to explain why each child gives a particular answer.

Children's Responses

Your Conclusions

Continued.....

ADVISER/LEADERS NOTES

If a child understands that the amount of water is the same even though the shape of the containers change, then she (he) understands the concept that nothing has been added or taken away.

The child who does not understand will say that there is more water in the tall container. (The water looks higher although the amount of water remains the same.)

Emphasize to the girls that they are to try to find out at what ages children understand this concept.

STARTING LINE

Materials

- * A glass of water
- * A tall thin container that can hold the water in the glass
- * A flat pan that is the equivalent of the tall container.

Show the child a glass of water.

As the child watches, pour the water into the tall thin container.

Question for child:

Is there more water in the tall container than was in the glass?

Children's Responses and age?

Pour water into the glass while the child is watching.

Now pour the water from the glass into the flat container?

Question for child:

Is there more water in the flat container than there was in the glass? Why or why not?

Children's Responses and ages?

ADVISER/LEADERS NOTES

Any of the places listed will provide girls with interesting evidence. The purpose is for them to find their own questions, topics, and answers. Since there are often many reasons and answers as to why and what children do, encourage girls to look for more than one answer. You may also find it interesting to do some observations with the girls.

A suggestion is to have girls look up information about child development and growth after they make some observations. Then they can visit and observe again, keeping their reading in mind. Any materials from pamphlets to books to films would be great. Perhaps, girls can bring their materials to a group meeting and share them. You may also want to get a film. Homemade movies and/or film slides of relative's children would be an interesting focus for discussion in the group. Other films are available through Educational Development Center, 15 Mifflin Place, Cambridge, Mass. 02138. See the list of films at the end of this guide.

Many of the options to this activity will be useful in bringing the girls' different experiences into the group meeting. Allow them to choose those that are more interesting to them.

ACTIVITY

VISIT AND OBSERVE children ages 1 through 8.

Note the mental and physical abilities of each age.

What can these children do easily?

At what ages? Why?

What is difficult? At

what ages? Why?

What kinds of things do children say?

Check out any similarities and differences between boys and girls.

Look up information on child growth and development after you have made two visits.

Create your own Child Development file, chart, book, or list.

OR

Design your own way to record observations and facts on motor abilities, games, speech, relationships to other children, control of body at each age level.

HOW TO'S

Possible sites to visit:

Homes, Parent-Child Centers, Day Care Centers, Child Development Centers, pediatrician's offices, hospitals, pre-schools, elementary schools, parks, playgrounds, camps, Brownies, Cubs, YM-WCA's.

(Decide which places are closest to you and visit those. Assign age levels for each person to observe. Not all have to observe each age level.)

Check with people in charge of the center or places you have chosen to visit. Explain your purpose and ask for alternative visiting times. It is suggested that you visit places where you can see more than 1 age level. Try to observe 4 to 6 times.

Plan visits with people in charge.

When observing, try to just watch the first couple of times and stay in the background.

Sit where you can see the most.

Remember children have feelings, try not to stare too long or to point.

Continued.....

ACTIVITY

Share and discuss charts, files, readings, notes, and observations with your group. Discuss specific changes that take place in children from ages 1 to 8.

HOW TO'S

It would be good to visit in small groups of 2 or 3.

To observe it will be helpful to:

- *Focus on one or two things each time.*
- *Divide the topics between group members.*
- *Take notes as you watch.*
- *On a separate paper, write down any feelings you have as you observe.*
- *Write up conclusions.*

Materials on child development can be found at many of the centers listed in this activity or libraries, or by writing to:

Day Care and Child Development Council
of America
1401 K Street, N.W., Washington, D.C. 20005

In discussions, focus on:

How you feel around the children?
What you like and dislike?
What it is like to be 2,3,4,5, etc?
Who are you when you are with children?

Teenager
Adult
Teacher
Pre-Teen

ADVISER/LEADERS NOTES

Encourage girls to try their own ways of communicating. They will collect their own evidence on the way children think and talk. Since children at different ages concentrate, follow directions, play, and talk differently, girls can test out ways of communicating and entertaining children.

OPTIONS

COMMUNICATE AND PLAY with young children of different ages. Note any common answers, gestures, questions, or actions. Note individual differences among children.

Try out different words.

Test out the way children react:

* When you stand and look down at them while talking.

and

* When you sit and talk to them.

and

* When you get down to their eye level.

HOW TO'S

You might try this option when making your third visit-observation. Or try it out with younger siblings, cousins or friends. Possibly, invite youngsters to your group. Of course, you will want to entertain them. Plan some games which will permit you to communicate with and watch children.

HAVE FUN

Try communicating with words.

Try communicating without words.

Compare How do children of different ages react?

Allow time for your group to report to each other on their findings. Possibly discuss what each person did. Also discuss the ages of the children, their reactions as well as their feelings and conclusions.

Continued.....

ADVISER/LEADERS NOTES

This exercise is important because adolescents have a chance to become the child for a few moments and to see the world as the child sees it. Encourage girls to talk about their feelings as they look up. It is suggested that you also try this activity.

All the girls' feelings and ideas about what they think children see are acceptable.

OPTIONS

ACT AND IMAGINE

For about 10-15 minutes, move around the floor on your knees.

EXPLORE your surroundings.
Spend time looking up.

As a group discuss your experience when you were on the floor.

What limited you?

What do children see? How does their size determine what they see?

HOW TO'S

Some people remain standing while others are on the floor. Once on the floor, move in any direction you choose.

Take note of everything you normally see while standing. Do you see different parts of things or people?

How does the world seem?

What is it like to look up?

How do other people look when you look up?

Now alternate with those who are standing.

Have them try moving on the floor.

Share what you liked about being smaller and closer to the floor. Also share what you did not like.

Do you think children have the same feelings?

Give evidence.

Perhaps, you will want to discuss how to help children observe more and help to place fewer limits on their explorations.

OPTIONS

Explore Space with young children of different ages.

Present children with imaginary barriers or problems. Observe what they do.

Create your own exercise or imaginary barrier or use an example listed in the How To's.

Keep a record of how the children handled the imaginary barrier.

Were the children comfortable or uncomfortable?

Did the children use all the space they had available?

How do children of different ages use the space or solve the problem?

HOW TO'S

On one of your visits with children, ask them to play a game with you.

Example of an exercise:

Tell a child to imagine there is a fence around her/him. Ask the child to demonstrate how she/he will use the space inside the fence.

OR

Have a child pretend her/his leg is out of order today and she/he can only use the other leg.

Ask the child to show how she/he would get around.

OR

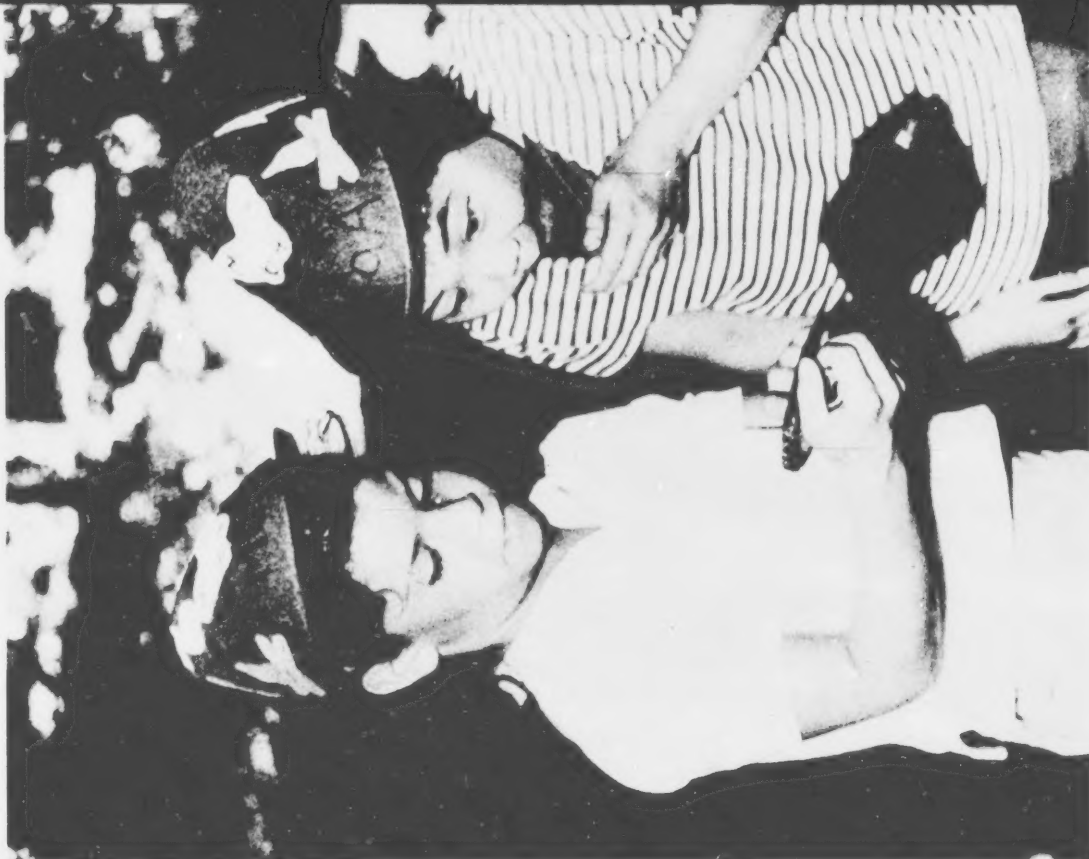
Have a child stand in one place. Ask her/him to try to move without moving his feet.

Share with your group how children of different ages solved the problem you presented in the barrier.

ADVISER/LEADERS NOTES

Allow girls freedom to discuss, write, and share. This can be done in the girls' own style. Try it with your own friends.

By sharing their own history, girls may learn about themselves and the changes they have made. This will help girls understand child development in a personal sense.



OPTIONS

DISCUSS or DRAW

What changes took place in you when you were 6, 7, and 8? or Draw a picture to illustrate how you looked.

OR

Write about "the you then" and "the you now."

OR

Collect pictures of yourself, at different times in your life. Collect drawings you made at those ages, books you read, T.V. programs you watched, and games you played.

HOW TO'S

Perhaps, asking your parents or relatives about the growth changes you have experienced will give you more ideas.

Create your own "How To" for this option.

Try sharing your collection with others in your group.

ADVISER/LEADERS NOTES

There is really no one method for creating a chart or outline. Encourage girls to make one that is meaningful to them. Girls may want to divide the topics like eating, sleeping, etc. between them, each taking one to observe and chart for age levels.

Children's play should be seen as part of child development. Beginning experiences can set patterns for later education and motor development.

ACTIVITY

Check out the daily activities of children, ages 1 to 8.

Create charts on children's

eating
sleeping
bathing
dressing
toileting
playing

Investigate the games, toys, and work, and make-believe worlds of children these ages.

Play with the children, watch them in school, or in the park.

Test out the toys.

Share and Discuss in your group the information you gathered. Discuss any questions you have.

HOW TO'S

Visiting children in their homes will be helpful. Observe them. Spend a day or two. Keep a record of the child's age, habits, games, and play.

Speak with parents of children ages 1 to 8 to find out about their daily activities.

You may want to do this while you are baby-sitting and then report back to your group. OR it may be useful to assign each person in your group to observe an age level. Report specifics (in a chart) to the group at a future meeting.

Check out the games children play. Also look at the way they play with other children and with themselves. What differences are there at each age?

Visit classrooms to see children's art work. Ask children to tell you about their pictures. What do you see in pictures done by children of different ages?

Check out Resources:

Child Learning Through Play: Ira J. Gordon
St. Martins Press, 1972.

More Recipes For Fun both books are available through Day Care and Child Development Council 1401 K Street, N.W., Washington, D.C. 20005

Film: CRAIG from Exploring Childhood
Education Development Center
15 Mifflin Place, Cambridge, Mass.

OPTIONS

Prepare healthy, fun diets for children. Try out a few of the meals on yourself and on children.

OR

Make a delicious and nutritious cookbook with recipes a child would like to eat. Possibly prepare a dish for a child.

OR

Help prepare meals at a day care center. Observe the nutritional rules used. Tell your group.

OR

Invite a nutritionist to speak to your group on

"how to get kids to eat and like it."

HOW TO'S

Resources for information are:

* Nutrition and Feeding of Infants and Children under Three in Group Day Care, H.E.W. 1971. \$.50.

* The Good For Me Cookbook. Karen Croft R&E Research Associates. (Pictures) Available through Day Care and Child Development Council, 1401 K Street, N.W. Washington, D.C.

* Put Punch in Their Menu, Jean Mayer
Harvard University School of Public Health.

You should keep in mind the importance of vitamins. Check out nutritional requirements for children and which foods contain them.

Contact day care centers before you plan to visit.

Schools, hospitals, and universities often have nutritionists on staff. Also, try to contact day care centers. Prepare questions ahead of time for the speaker to answer and discuss.

ADVISED/LEADERS NOTES

This activity can help girls to express their opinions. It would be helpful to encourage them to support all opinions with a fact. (Something they observe or read and not a feeling.)

Since there is no one answer, girls have the freedom to draw conclusions. It would be interesting for girls to talk about what children's play means to them and the value of play for children. They should be encouraged to discuss play as a part of child development. Questions like:

*What do children learn while playing?
How do children grow while playing?
How do children feel while playing?*

can be useful for girls to discuss either before or after the debate.

Encourage girls to listen to each other and to react to what has been said by another group member.

RESOURCES:

Marzollo, Jean: Learning Through Play
Harper & Row, 1972.

Rasmussen, M., Play-Children's Business
Child Study Association of America, Inc.
9 East 89th Street, New York, N.Y.

OPTIONS

Debate this statement in a group
or in teams.

" *Children play too much!*"

Think up your own topic
for debate if you wish.

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What conclusions can your
group come to based on all the
reasons given?

HOW TO'S

If your group decides to break into teams,
each team states whether it agrees or disagrees
with the statement: "Children play too much!"

Then teams spend time apart preparing reasons
to support their position. Then they can come back
together, decide on a moderator who will keep order.
An important rule: each time a person on one team
speaks, someone on the other team is entitled to
speak.

OR

If you choose to discuss the statement in a group,
each person states her position on whether or not
children play too much. Once, all have spoken,
anyone may react or question someone else.

In debating, use your experience, observations,
work, and readings to support your position. Give
details and specific incidents.

OPTIONS

Create a game for a child.

OR

Create toys for young children.
Donate them to a child care center or a hospital for children.

Test out your games or toys with children. Watch for their reactions.

Explain to the group why you think your toy is fun and helpful for a child.
At what ages?

Present a child with the toy. Watch to see what she (he) does. Study the child's approach to the game or toy.

HOW TO'S

Using the information from your observations, try creating ideas for games and toys. Perhaps, a brainstorming session in which everyone in the group contributes ideas will help. Think back to what you enjoyed.

Also, visit toy stores, elementary school classrooms, speak with teachers, etc. Decide the age of the child you are creating for. Consider what she/he is able to do?

Examine toys for developmental aspects such as:

Small muscle coordination
finger dexterity
eye-hand coordination

Large muscle coordination
part-whole (taking things apart and putting them back together)
Matching one to one
colors and textures

Try to create by using inexpensive or free materials. Test your games and toys out with children.

Keep a log on the children's reactions to the toys. Note child's concentration time, and interest.

OPTIONS

Act Out a scene about several children playing together.

Create your own scene.

HOW TO'S

A setting should be planned, so everyone can follow along. (example: 2 children playing in a sandbox together. They do not know each other.)

Plan your scene.

The rest of the group are observers.

Observers:

Watch physical movements (non-verbal communication) hands, feet, facial expressions, postures, and positions. Listen for key words which may relate to something that the child is really trying to say. It may be helpful to take notes during the scene.

Actors:

Listen to each other carefully.

Discuss:

How you felt while acting out a child's role?
How did you feel about the other child?
What did the children playing learn from each other?

ADVISER/LEADERS NOTES

Provide a chance for girls to decide how they want to run the activity. It does not have to be done the same way by all. Remind girls that there are many possible solutions. Have girls check out what might happen if each solution were tried.

ACTIVITY

SOLVE A PROBLEM

Seven year old Kathy does not like to be left alone. If she is in a room by herself for more than 5 minutes, she begins to cry. What can you suggest to help her?

Timmy is five years old and has just arrived in kindergarten. He cannot get along with the children. Every time one of the other children plays with a toy, Timmy takes it away from her (him.)

What suggestions can you make to help Timmy?

HOW TO'S

It is suggested that the group break up into several smaller groups. Each group can decide what will help Kathy and Timmy. Share and discuss solutions.

Try listing possible alternative ways of helping these children. After all possible ways are listed, guess what the consequences will be for each alternative. What will happen to the child?

Ask your parents what they would do. Discuss alternatives with them.

Some people may choose to act out a scene similar to one of the cases. Or write up your own case for others in your group to solve.

Try acting out the scene. Assign roles and plan a scene. Ask your observers for their impressions.

It might be fun to try to act out some of the suggested solutions. See how they work. Talk about what happened in the scene and how people felt.

ADVISER/LEADERS NOTES

You may find girls will want to run the panel as a regular discussion. This is fine. Encourage them to share their own experiences and observations.

ADVISER/LEADERS NOTES

Encourage girls to explore the development of different handicapped children. Allow them to share their readings and ideas. Encourage girls to volunteer and to share experiences.

Girls do not have to volunteer, this is just a suggestion.

RESOURCES:

American Heart Association
44 East 23rd Street
New York, N.Y. 10010

The National Association for Retarded Children
2709 Avenue E East
Arlington, Texas 76010

American Foundation for the Blind, Inc.
15 West 16th Street
New York, N.Y. 10011

National Association of Hearing and Speech
Agencies
1800 H Street, N.W.
Washington, D.C. 20006

The National Easter Seal Society for
Crippled Children and Adults, Inc.
2023 West Ogden Avenue
Chicago, Illinois 60612

United Cerebral Palsy Associations, Inc.
339 East 44th Street
New York, N.Y. 10017

OPTIONS

Panel Discussion

Run a panel on the fun and problems of being a child. Include discussion on why children need friends.

Also you might include discussion on children with special problems.

Find out what agencies help the handicapped child in your community. Write to them for literature.

Volunteer to help in agencies.

HOW TO'S

Each person choose a topic of interest. In advance, prepare ideas on the topic. Those who are running the panel can sit facing the audience. Panel members present your topic and opening statements. Audience then can begin to question panel members.

Check your phone directory for agencies.

Also contact your local schools' special education department the local health department, and other community agencies.

Discuss in your group:

What can help these children develop their fullest potential?

Other Resources:

Children with Special Problems.

Greater Minneapolis Day Care Association,

Marilyn Daske, 1972.

Child Care Reprints "For Handicapped Preschoolers."

Both are available through Day Care and Child Development Council of America, 1401 K Street, N.W. Washington, D.C. 20005.

ADVISER/LEADERS NOTES

Girls may discuss any topics related to their experiences. Encourage them to share ideas about what is difficult for a child to understand. They may begin to see how much their own understanding has developed.

OPTIONS

Hold a Round Table Discussion on things you did when you were little. What things don't little children know or understand?

What are some of your first childhood memories.

Talk about the first experiences you had in school? What did you feel?

HOW TO'S

Dig into your past for a funny, exciting, or terrific event. What were your feelings then?

What does the event mean to you today? Do you understand the event better now? Why?

In discussing, each person can first tell a story about her own experience. Then share ideas about what children do and don't understand about their experiences.

Example of an Experience:

Tommy was throwing rocks outside the house. Crash! He had smashed one of the dining room windows. It was only a small window pane.

A few moments later his mother heard a scratching sound moving across the dining room floor. She looked outside the kitchen, and found Tommy sitting in the corner with his back to her on his small chair.

"What are you doing, Tommy?" she asked.
"I'm punishing myself."
"For what?"
"Just something."

Then she saw the shattered window pane. Tommy finally blurted out.

"I broke the window!"

Tommy's mother said, "Ok Tommy, let's talk about what happened. Did you break the window on purpose?"

"No, It was an accident.
"Ok, then, let's discuss an appropriate punishment for this..."

ADVISER/LEADERS NOTES

There really is no one way to do these activities. Possibly girls will choose to work in small groups, rather than individually. It might be fun to have a group create a poem or drawing.

OPTIONS

Write, draw, or tell

A story about a very important incident in your childhood as you remember it.

Share your story with friends in your group.

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OR

Write a funny poem about being little. Think about how younger children bug you or how they delight you?

OR

Draw cartoons about being little.

HOW TO'S

With the eyes of the present, look into your past for a very important event or experience. Tell about it in anyway you choose.

Then have your group come together. Share stories or drawings.

Try writing anything that comes to mind. Read cartoons or watch them on T.V. This may give you ideas.

If you wish, try these in a group. The poem, or cartoon could be a group effort.

You will need a large piece of paper. Each person add an idea or drawing to the cartoon or poem.

SUGGESTED PROJECTS

Walking Tours for Children

Run tours for children around a block, neighborhood, school, park, zoo, airport, market, boatyard, animal shelter or firehouse.

Hints:

- * Recruit children with parents written permission on Girl Scout Forms.
- * Visit places and decide what will interest a child.
- * Make sure there are bathroom facilities.
- * Try to have the length of the tour appropriate for a young child.
- * Have one teenager for every 2-3 children.
- * Provide name tags for the children.
- * Publicize your tours.
- * Recruit children with parents' permission.

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FILM FESTIVAL

Conduct a film festival. Childhood is the focus. Arrange for a place and time to show films. Collect, borrow, or rent films. Publicize your event and dates in your school and community.

RESOURCES:

- * Your school auditorium, classrooms, your church, or community center.
- * Order film catalogs for Exploring Childhood from the Educational Development Center, Social Studies Program, 15 Mifflin Place, Cambridge, Mass. 02138

OR

Order films from McGraw-Hill Films

From Cradle To Classroom

Code 689356-1-5 minutes

He Acts His Age

Code 604002-x-13 minutes

Frustrating Fours and Fascinating

Fives

Code 604006-2-22 minutes

Code 604005-4-22 minutes

From Sociable Six to Noisy Nine

Code 604007-0-21 minutes

Code 604008-9-21 minutes

Check with agencies in your community for films. (Schools and universities.) Homemade films of children in the community would be great. Ask families if they will allow you to show them to the public.

OR

Make your own films or slides.

- * Borrow or rent a projector.

- * Mail orders to rental office nearest you:

McGraw-Hill Film Rentals

Eastern Office:

Princeton Road

Hightstown, N.J. 08520

Tel. (609) 448-1700

Midwest Office:

828 Custer Avenue

Evanston, Illinois 60202

Tel. (312) 869-5010

Western Office:

1714 Stockton Street

San Francisco, California 94133

Tel. (415) 362-3115

ACTION FOR THE FUTURE

Investigate careers and jobs in child care, pre-school, elementary school, social work, child development, research, teaching, child welfare. Visiting child development centers and child research laboratories of universities or hospitals will be helpful. Interview aides, teachers, psychologists, nurses, pediatricians, social workers, reading and learning specialists, as well as administrators in these organizations. Also explore and visit stores for children, libraries, and playgrounds. Speak to the people who work in these places about the way they handle and work with children as well as what their job is.

Before making visits, brainstorm, naming any possible job or occupation that would entail working with children. One person can record all the ideas girls suggest. For the first 15 minutes, just list and don't discuss. After listing as much as possible, discuss which jobs people want to investigate. Girls can assign themselves to places which interest them.

To find sources of information and material to assist in exploring careers, you can try phone books or local government directories. Also contact employment agencies, parents, guidance and vocational counselors, and Chambers of Commerce. Always arrange appointments for interviews in advance.

HELPING CHILDREN LEARN



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HELPING CHILDREN LEARN

There are many, many ways to help young children learn. In these program activities, the girls can increase their observational skills in the area of child development. Field trips to child care centers and observations of younger children can teach girls about the many ways children learn. Girls can develop skills by making learning materials such as games, books, puzzles and toys. Much enjoyment and satisfaction will come from watching children play with these games and toys.

By working with children of all ages, girls can observe differences in children's responses and reactions. In addition, experiences with children will provide clearer evidence of the stages of development. Girls will find this information helpful when choosing or creating materials appropriate to a child's stage of development.

The girls can also use their own special abilities to tutor and help younger students or students of their own age. Many of the projects suggest ways to share these special talents.

The knowledge that children develop a great many learning skills through play will help girls to work with younger groups more effectively. By using the activities and options in this section, girls will become skilled in researching and locating games for children, creating their own toys and games, and evaluating them. By recording and sharing experiences with children, girls may explore ways to increase their own effectiveness in working with children.

STARTING LINE

Question and Discover

- * Create a list of questions for a young child. The questions should encourage a child to think.
- * Each child could give her (his) own answer.
- * Avoid questions with yes or no answers.
- * Questions should be ones with more than one answer.
- * Test out the questions. Ask children to respond.
- * Observe and record the child's responses.

ADVISER/LEADERS NOTES

Perhaps you can assist girls in locating places to visit. It would be helpful if you explained the girls' purpose in visiting.

Encourage girls to explore the ways children use the equipment. You might find it interesting to also visit and observe. This will provide a common experience and link up with what the girls are discussing.

The questions for discussion are only suggestions. Hopefully, they will serve as a focus for beginning a discussion.

ACTIVITY

Take and Observe a Day Care Center, preschool, and elementary school class.

- * List the materials used to help children learn.

Look at outdoor equipment which is used to develop large motor abilities.

Check out indoor equipment used to develop small motor ability and coordination. (puzzles, colored blocks, crayons, books)

- * Speak with the person in charge of the room. Ask why items are placed in certain areas or groupings.

RESOURCE:

Guidelines for Observation and Assessment: An Approach to Evaluating the Learning Environment of a Day Care Center. Ilse Mattick and Frances J. Perkins. Available through the Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005

HOW TO'S

In your group decide which places people want to visit. OR

Assign each person a place to visit and to report on.

Visit in small groups. Not everyone has to go to each place.

Arrange your visit with a person in charge.

For each room visited, develop lists of the equipment and materials. Put down the purpose and use of each item.

Share your findings with your group after everyone has visited.

Discuss

- Which materials are essential? Why? (Check off on your list.)
- What equipment would you leave out? Why? (Circle.)
- Which equipment would you have liked when you were young? (Star items on your list).
- Which equipment would you have disliked when you were young? (put a line through the item.)

ADVISER/LEADERS NOTES

The girls will be able to apply the How To's of the previous activity to these two options. Encourage girls to be sensitive to children's feelings. It is best if they move around the room. Of course, this will depend on the teacher in charge.

In the discussion, encourage girls to share their observations. If all have visited different places, they can decide how they want to share their findings. List the alternative methods they suggest. Ask if they want to vote on a single method or just to break into groups according to the method chosen.

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ADVISER/LEADERS NOTES

Girls can create ideas for games and toys. If they brainstorm for a few moments, they will have a list of ideas. These can be a good jumping off point.

The less expensive the materials, the better.

A trip to a local library or elementary school would provide a number of hints.

- * Girls can look for books on toys
- * Girls could interview teachers about toys used in school.
- * A visit to homes of children will also provide ideas for toys.

Encourage girls to think about the toys they enjoyed most. This will provide some ideas.

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OPTIONS

Visit a Remedial Reading Center to observe work done to maximize learning in children who have fallen behind. Talk with personnel.

OR

Visit schools or classes for the handicapped. Be particularly aware of how children feel about your presence. Try not to stay in one part of the room.

Invent or Create or Collect

Make toys for children which will help them to learn about colors, textures, moving wheels or geometric shapes. Test out the toys with children. Record their reactions.

AND

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HOW TO'S

The How To's for the previous activity can be used for these options.

In discussing, try to focus on:

- * Which materials are important in these classes? Why?
- * How specialized are these classrooms? In what ways.
- * Which equipment do the children like best?

Imagine and invent your own toys. Keep in mind the type of materials needed, the cost, and safety.

Continued.....

OPTIONS

Look up games that children can play out of doors, running bean bag, team ball games, etc.

Test out the games with children. Record their reactions. Share the children's reactions with your group.

HOW TO'S

Check out books like:

* I saw a Purple Cow and 100 Other Recipes for Learning by Ann Cole, Carolyn Haas, Faith Bushkell, Betty Weinberger, Little Brown and Co., Boston.

* 1001 Ways to Have Fun With Children by Jeanne Scargall, Pagurian Press Limited, Canada. (A guide to games, crafts, and creative fun.)

* Recetas Para Divertirse
Recipes For Fun available through the Day Care and Child Development Council of America
1401 K Street, N.W.
Washington, D.C. 20005

ADVISER/LEADERS NOTES

Encourage girls to evaluate the T.V. programs. Their focus should be on what is being imposed on children through T.V. programs and commercials. Discussion of the way parents use T.V. as a reward for a child and as a babysitter may be revealing.

Try this exercise yourself. It can be very informative.

Resource:

Practical Points For Parents,

Ms. Buck, Dept. of Consumer Affairs

80 LaFayette Street
New York, New York (in Spanish also)

OPTIONS

Investigate T.V. Programs

Watch T.V. shows.

List those programs you think are appropriate for children. At what age might a child watch each program?

Comment on what you like and dislike about the programs.

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Then

Hold a rap session on how T.V. can and does affect children?

* Which T.V. programs can be used as tools for helping children learn?

* Give examples of programs and ways to use them as tools for learning.

HOW TO'S

As a group or in small groups spend time watching the many T.V. programs for children.

- * Keep a list of the educational and fun things on T.V. for children.
- * Keep a list of the harmful things on T.V. for children.
- * Check out commercials on a Saturday morning.

How might children react to them?

- * Interview children. Ask what they like to see on T.V.
- * Interview parents. Ask why and when they permit children to watch T.V.

ADVISER/LEADERS NOTES

The purpose is for girls to search in their minds for all possible specifics which will help children learn. Encourage them to consider the items in different environments.

Other sources of learning occur in family relationships. Girls can think of important learning experiences in family situations.

ACTIVITY

Brainstorm:

Ideas on what can be done to help children learn.

Try to think of specifics in the:

home	playground
school	day care
city	country

HOW TO'S

Try this in a group.

Think for a few moments about places you have toured or visited. Also think about families and people to people relationships.

- * Now get big sheets of paper. Place them on the wall.
- * Appoint a recorder.
- * As a group brainstorm a list.
- * Do not interrupt or comment on the ideas.
- * Go on and on and on!

When your energies give out, discuss the ideas one by one. Which do people agree on? On what do people disagree?

For what reasons?

Suggestion:

Try tape recording your brainstorming sessions rather than listing on paper.

ADVISER/LEADERS NOTES

This option can be an unusual learning experience. Girls can be encouraged to think about the needs of the special child. Encourage girls to collect games which help develop the handicapped child's motor abilities.

Resource:

Marian Weller Barnett, Handicapped Girls and Girl-Scouting, Girl Scouts of U.S.A. Catalog No. 26-1087.

Write to:

National Equipment Service
National Headquarters
830 Third Avenue
New York, New York

OPTIONS

Collect games and books for handicapped children or hospitalized children. Offer your games and books to an organization or hospital.

And

BE A FRIEND TO A CHILD!

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Write For Information and Resources to:

American Heart Association
44 East 23rd Street
New York, N.Y. 10010

The National Association for
Retarded Children
2709 Avenue E East
Arlington, Texas 76010

American Foundation for the
Blind, Inc.
15 West 16th Street
New York, N.Y. 10011

National Association of Hearing
and Speech Agencies
1800 H Street, N.W.
Washington, D.C. 20006

The National Easter Seal Society
for Crippled Children & Adults, Inc.
2023 West Ogden Avenue
Chicago, Illinois 60612

HOW TO'S

You will have to consider the types of handicaps children may have. Then, think about the toys, games, or books which might be used by such a child.

Suggestions

* Speak with people who work with the handicapped. Find out what they think is appropriate for certain handicaps.

OR

* Use the resources listed in the previous options. Which games can you adapt for a handicapped child?

OR

* Speak with pediatric nurses or social workers in a hospital. Find out the types of games used by children in hospitals.

United Cerebral Palsy Associations, Inc.
339 East 44th Street
New York, N.Y. 10017

ADVISED/LEADERS NOTES

Publishing the pamphlet could become a project for girls if they are interested. Provide them with enough time to explore the possible learning experiences in a home and family. Encourage girls to include suggestions for what to do to help children learn in a home.

OPTIONS

Publish a Pamphlet on what children can learn at home.

Make copies of your pamphlet. The copying could be a group effort.

Distribute your pamphlet to parents of young children.

HOW TO'S

Begin by exploring your own households. Check out everything you think a child could learn from.

Create ways to use items in helping children learn.

- Be imaginative.
- Put together your ideas in a couple of pages.
- Then design a pamphlet out of several large pieces of paper.

Copy your ideas on the large paper.

Arrange them in an unusual way.
(Perhaps a triangular leaflet or any shape will make it more interesting.)

Keep in mind safety precautions. Certain objects may be dangerous such as:

Lead paints	plastic bags
sharp edged objects	detergents and chemicals
flammable cloths	medicine, etc.

ADVISER/LEADERS NOTES

Perhaps you will find it useful to do this option. Visiting schools and parents will help you understand the girl's findings.

In discussion of possible solutions, girl's own thoughts will form an important input. Keep in mind that there is no one solution. Encourage girls to explore alternative solutions. For each problem, girls could make a list of possible alternative ways of handling it. Have them explore the consequences of each alternative.

HOW TO'S

- * You will find it important to ask specific questions of the people you interview.

Examples:

- What age level do you teach?
- What are the types of ability problems children of this age have?
- As a parent, what things do your children resist?
- * Think up other questions with your group.
- * Arrange an appointment with teachers and parents in advance - (A good time to visit a school is 2:00. Teachers may have a free moment to give you.)

Discuss possible solutions for the children's problems. Share thoughts on what adults must do, what is good for the children, what children need, and what adults need.

OPTIONS

Discover problems of children in school by interviewing teachers or talking to parents.

Talk to your group about what you learned in your interview. Ask the group for their opinions of ways to solve some of the problems that you see.

ADVISER/LEADERS NOTES

Encourage girls to listen to each other's suggestions. Creating ways to help children will depend on the pooling of everyone's ideas.

This activity would be a useful step in deciding upon a project. The suggestions may serve as a jumping off point.

ACTIVITY

Rap Session:

Discuss what teenagers can do to help children learn?

Record the ideas on tape or in writing.

Try carrying out the suggestions.

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OR

Create a project.

(see options for additional creative ideas)

HOW TO'S

Keep in mind that there is a difference between helping children and doing things for children.

In helping children, you are encouraging them and not telling them. An important concern is how to maintain your own patience and help develop the child's concentration.

Examples:

* *Lists of games for children to choose from*

* *Lists of stories for children to read or have read to them*

Think of ways to have them learn without ever failing.

For each suggestion, examine what might happen if you used the idea with a child.

(Play back the tape and review the ideas discussed).

ADVISER/LEADERS NOTES

By working directly with young children and observing and sharing with the group, the girls will gain valuable experience in child development. They will also begin to draw their own conclusions about the way children learn. These activities are all useful in helping the girls to create and collect materials for children to work with.

OPTIONS

On the following pages, the options are hints for creating learning experiences for young children. Put these into action in your own way.

Try to build-in success for the child without doing it for the child. For fascinating results, try the options with children of different ages. For each option try to:

- * Jot down childrens reactions. (Their feelings and words.)
- * Keep a diary of your experiences with children.
- * Jot down your ideas on how children learn.

OPTIONS

Tell or Read stories to a small child for 6 sessions. Observe the child's reaction. Does the child ask more questions at the last session than at the first session?

Arrange a time to report the child's reactions, your reactions, and your conclusions to your group.

Design picture charts for children

Choose topics that you think children will like: such as a chart on pets.

HOW TO'S

Offer your story-telling skills to a day-care center or a pre-school. Or ask parents of young children if they will allow you to read to their child. (Be sure to tell them your purpose.)

Create your own stories or check the children's section of your library. The Librarian will provide useful advice on types of stories for different age levels.

You can draw pictures or cut out pictures which will show various animals.

Charts can be made on subjects such as flowers, trees, transportation, wild animals, colors, musical instruments, etc.

Label the names of the animals in large print. Use them with a younger child. Try different methods with children of different ages.

Observe their interest in the pictures and the words. Discuss with your group.



ADVISER/LEADERS NOTES

The purpose is to provide teenagers with experience in holding the attention of young children. Encourage girls to have the children help in planning the scene.

Also suggest to the girls that the children be free to use their own imaginations while acting.

OPTIONS

Dramatize a fairy tale or other story with children.

Help children have fun.

Discuss with your group any reactions you have to the children.

HOW TO'S

Have children choose the story they want to act out. Try to make sure there are enough characters for 6 children.

For this activity, invite children to your group or do it with younger brothers and sisters.

Give children freedom to express and ad-lib. A dialogue that is too rigid may limit them.

Fill in your reactions:

Children seem to _____
I seem to _____

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EXTRAS TO TRY WITH CHILDREN

CREATE YOUR OWN HOW TO'S OR PROJECTS

Books

Write a funny book for a young child.
Edit a children's newspaper. You could include games, riddles, stories and drawings. Distribute to children.

Games

Make up a game that tests the sense of smell.
Use it with a young child.

Games

Create a guessing game that you play blind folded. Place several objects on a table. See if a child can guess what they are.

Shows

Give a pet show to young children.

Charts

Make an alphabet chart with a picture that begins with each letter of the alphabet. Label in large print, the name of each picture. Use them with a child.

Letters

Make a set of sand paper letters and place them on cardboard or wood, play with a young child using the letters. Let the child touch the letters and learn the sounds.

Puzzles

Develop a drawing that can be placed on cardboard and cut into a puzzle for a young child to use. Drawing paper may be shellacked to keep it firm.

(When you work with a child, notice how they respond.
If there is very little interest, try to do the game again with other children.)

MORE IDEAS TO TRY WITH CHILDREN

Make some hand puppets and a stage.
Give a play for younger children.
Observe how you must behave to
keep the attention of very, young
children.

Look up songs which can be used with very young
children and work on hand movements, and other
descriptive movements which you will ask the
children to participate in. Sing these songs
for a group of young children.
Give a shadow play for children in a darkened room.

Make a funny calendar for any month in the
year. Show holidays.

Help children make milk carton blocks or
mailboxes.

Make some masks and have children use the masks
in an impromptu play.

Write stories for children from the ages of 3 through 9.

OR

Help children write and tell stories.

Resources: I Saw a Purple Cow and 100 Other Recipes
For Learning, by Anne Cole, Carolyn B. Haas,
Faith Bushnell and Betty Weinberger, Little
Brown & Co., Boston

Ideas That Work with Young Children,
Katherine Read Baker, ed., National
Association for the Education of Young
Children, Publications Department,
1834 Connecticut Ave., N.W., Washington,
D.C. 20009.

Write to: Par Project, Dept. G.S.
464 Central,
Northfield, Ill. 60093
(Available in Spanish.)
Recetas Para Divertirse

EXTRA OPTIONS

TO TRY WITH CHILDREN

Tape Record

Make a tape of your favorite stories for a young child. Suggest where the child might find the picture books that go with the tapes.

OR

Make a talking children's book tape for blind children. Offer it to a school that has classes for the blind.

OR

Record children's voices. Play back the voices for the children to hear themselves.

How do they react to hearing themselves?

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Finger Paints

Have children mix paste with an equal amount of liquid dishwashing soap and food coloring.

Paint is ready! Dampen a piece of smooth or slick paper.

Let children create and express themselves on the paper.

Notice children's movements.

SUGGESTED PROJECTS

A GAME LIBRARY

Using any materials, toys, masks, games, you can make or scavenge up, set up a lending library for games and toys. Offer your library and services to day care centers and parents. You will want to demonstrate possible uses of the toys before lending them. Be sure to set up rules for borrowing. Try to publicize your library in children's centers.

(Ideas for library materials can be found in the extra options part of this section)

AN ENRICHMENT PROGRAM

Create and operate your own program for children. Take groups to rock, soul, or classical music concerts, art shows for children, art classes, dance performances, museums and other events you think are worthwhile. Resources can be local elementary school teachers, counselors, artists, musicians, and dancers. These people may be able to provide ideas for planning and may work with you. (Be sure to have parent's written permission on Girl Scout Forms to take children on trips. Keep the length of the trips appropriate to child's age. Small groups will be manageable.)

SUGGESTED PROJECTS

A Neighborhood Olympics

Run an indoor or outdoor sports event for children. Help children develop sportsmanship and receive recognition. They do not have to be great athletes. Any child can be in it.

Resource People:

Elementary school gym teachers, coaches, physical education specialists, parents, high school athletes and YM-WCA instructors. Inquire about types of games, races, and sports for children ages 5 to 9. Ask resource people to become consultants for your project.

Also dig into your own memory for the indoor and outdoor sports you have played.

Arrange timing, location and recruitment for your event. Appoint a safety committee.

SUGGESTED PROJECTS

Share a Special Talent

What is your special talent? Use it to help children improve their abilities.

Your attention and concern can provide incentives for children to learn new ways to play, read, add, multiply, or imagine. Be sure to build in success for the children. Remember a child's progress cannot always be seen immediately.

- * Tutor children in your best subject.
Offer your service to parents, churches, community centers, elementary schools.
Your group may possibly want to start its' own agency.
- * Run a Saturday morning story hour in a park, backyard, or home. Publicize and recruit children with parents written permission on Girl Scout Forms.
- * Run play lessons, music lessons, dance lessons, sports lessons, or exercise group's for children. About 6 sessions for the lessons would provide children with a strong learning experience.

For Resources write to:

Association for Childhood Education International
3615 Wisconsin Avenue-N.W.
Washington, D.C. 20016

Examples of pamphlets available:

Kindergarten Portfolio
Creating with Materials for Work and Play

SUGGESTED PROJECTA PLAY GROUP

Work with young children by forming a play group. Collect toys, games, and fun things. Keep in mind the ages and stages of growth of the children.

To recruit children ask parents of young children in your community. Tell them your purpose and plan of action. Be sure to have an adult supervisor.

A location like a backyard, church, school room, park, or community center will be fine. Safety concerns in this project are important. Why not appoint a safety committee.

Try to provide each child with success and fun.
(Possibly offer your project to a preschool or day care center.)

Resources:

I Saw A Purple Cow and 100 Other
Recipes for Learning, by Anne
Cole, Carolyn Haas, Faith Bushnell
and Betty Weinberger, Little, Brown,
and Company, Boston, 1972.

Fun in the Making published by U.S.
Dept. of Health, Education, and
Welfare, Office of Child Development,
1973, D.H.E.W. No. (OCD) 73-31
Washington, D.C. 20201

CHILDREN AND LOVE

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ADVISER/LEADERS NOTES

The starting line is to give girls a chance to identify the types and range of children's feelings. It might be fun for girls to first try the exercises in their own group and then with children.

Girls could try this activity when visiting with children in schools or families. Perhaps girls may want to hold a party for children and try this activity. Suggestions for parties are at the end of this section.

Prepare girls for possible negative as well as positive feelings which may be revealed in the games. Encourage girls to think of how to deal with the expression of these feelings.

Resource:

Ira Gordon, Children's View of Themselves,
Order from: Association For Childhood
Education International, 3615 Wisconsin Ave,
N.W., Washington, D.C. 20016.

STARTING LINE

Explore the range of feelings children have.

Have each child make a gesture or non-verbal sound that expresses an emotion. Such as: happiness, sadness, fright, excitement, or grouchiness.

- * Ask a child to close her/his eyes and wait until a feeling naturally appears on her/his face. Have another child identify the emotion.
- * Ask a child to close his eyes and make sounds. Another child names the emotion that goes with the sound.

(Try this in your group before you do it with children.)

Play a game with children and help them express feelings.

Ask the child to go around telling you what color each person reminds him of.

OR

Ask: What color do I remind you of?

Then: What about me reminds you of that color?

(If a child states a negative feeling, keep in mind that he/she may only mean it for the moment.)

ADVISED/LEADERS NOTES

Girls can begin to explore the feelings children have when they receive compliments or sincere praise. Watching non-verbal cues and body movements often reveals the excitement, joy, or comfort that children feel. It is important that girls begin to help children feel appreciated and experience feelings of success.

ACTIVITY

Test for Children's Reactions

Try the following:

Give a child a compliment.
(Be sure you are sincere and
the compliment is real.)

Record her (his):

- * facial and body gestures
- * responses or statements

HOW TO'S

Collect your own evidence by trying this with
several children of different ages.

Record responses in a chart.

EXAMPLE

Type of Compliment	Child's Age	Child's facial expression	Child's body gestures	Child's Words
	1 2 3 etc.			

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In your group, share evidence and discuss the
importance of praise.

ADVISER/LEADERS NOTES

The scene with Janie and Anita is used here to encourage exploration about the concept of helping children without actually doing things for them.

Try to think of the alternative ways you might have used if you had been with Janie.

Encourage girls to express their interpretation of the scene by acting it out. Allow girls to add dialogue and gestures or facial expressions to the scene.

In discussion, have girls share what they thought of each others scenes, as well as the possible feelings Janie and Anita might have had in the beginning and at the end of this situation.

OPTIONS

Read and React

Anita is working as an aide in a first grade classroom. Janie is a child in the class.

Janie: 6 Anita: 14

Janie: "I want to make a clay doll all by myself."

Anita: "That's a great idea! Here's the clay and molding tools."

(Janie takes the materials and immediately begins pounding on the clay. Then Janie begins to explain what she's doing. Anita watches and listens.)

Janie: "Here's how I make the clay softer."

(She tears off a piece of clay and rolls it in her hands.) "This is the head." Then rolling long pieces of clay, she says, "These are the arms." (Janie sticks them to the base of the head.)

Anita: "But, those arms are too long. They don't fit."

HOW TO'S

As a group or in small groups, read the scene between Anita and Janie.

Discuss your opinions of what took place.

Try acting out the scene. Add the non-verbal cues you think must have been exchanged between the two.

Several pairs act out versions or interpretations of the scene.

After the acting,

Discuss the scenes.

Actors: Explain at what point feelings in the scene change. For what reasons?

Observers: Exchange opinions about the kind of help Janie wanted and the kind Anita gave.

Finally: Share your opinions of Janie's feelings at the end.

AND

Ways of helping children other than Anita's approach.

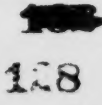
OPTIONS

HOW TO'S

Janie: "But, I want to make a big doll."

Anita: "It's not in proportion. The parts don't fit together at all."

Janie: While molding, "Anyway, this is the body. I want to put it here." (She sticks the clay between the arms and below the head. Then she rolls long pieces for the legs and attaches them to the body.)



Janie: (Says happily.) "Here's my beautiful dollie."

Anita: "It's not beautiful because it has no face."

Janie: "But my dollie doesn't need one."

Anita: "Now Janie, you know that all dolls have to have faces. (With this Anita pulls the doll away and fills in a face) "Now, it's beautiful."

Janie: "That's not my doll anymore." (She walks away.) *Janie just stared at the doll from a distance.*

Fill in your opinion.

Janie felt _____.

Anita felt _____.

ADVISER/LEADERS NOTES

Perhaps if you try reacting to the words, you will learn about your own feelings.

Encourage girls to give each other examples of how a child can be free, independent, cared for, and disciplined. Suggest that girls discuss what adults can do to help children become independent. Keep in mind that independence is defined differently and changes with each stage of a child's development. Discussion of what people can do to care for each other is important.



OPTIONS

Write down your first reactions to the following words.

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love discipline caring
punishment praise
freedom dependence
independence

Discuss these words and their meaning or importance in raising a child.

~~130~~ After discussion:

Quickly turn over your paper and write down your reactions to each word listed.

Was there any change or difference from what you wrote as a first reaction? Why?

HOW TO'S

All you need is some scratch paper and your own thinking. Frequently, we use the words listed here and think everyone knows what we mean. But do they?

Find out if other people have the same meanings and ideas about love or discipline.

Use some of these questions to start your discussion.

Can you love and still discipline a child?

How can a child be free and dependent?

What does discipline mean to your friend?

How do you show someone you care?

Think of ways to help children develop and accept each other in groups.

Suggestions:

Share your written reaction with members of your group.

ADVISER/LEADERS NOTES

Discussion of this case will help girls to share ideas in a group situation taking into account what others value and feel.

Allow people to express their ideas. There is no one answer or any set number of decisions which the parents have to make.

Perhaps the group will want to try acting out a scene like the one described in the dilemma. It does not have to be a prepared dialogue. Girls can ad-lib. (Why not try this with your own friends?)

ACTIVITY

HOW TO'S

Read and React

Tammy: A Dilemma

Tammy's parents are having a meeting at their home. Tammy, who is four years old, keeps wondering in and contributing words, phrases, songs, and dances. Her parents want the group to continue without interruption. They also want Tammy to be able to freely sing, dance, and talk. Basically, they want Tammy to feel free to participate with many people in public or social situations.

Pick out the most important decisions Tammy's parents have to make. Give reasons for each. Share your ideas with the group and help Tammy's parents decide what to do. If I were Tammy's parents I _____.

First decide individually the decisions the parents have to make. It would be helpful if you wrote down the decisions and reasons.

You can then share your reactions to this case with the group. This can be done in a large group or in small groups of 3. Perhaps, involving boys in the discussion would provide interesting input.

Give each person a chance to explain her decision and reasons. It is suggested that you first tell each other what you agreed with or liked about another's statement. Then you can disagree.

Now open the floor for debate and discussion.

Act Out The Scene!
Have Fun

Discuss what you think the parents should do.

What do you base your decision on?

Do you think you had all the information you needed?

What other information would you like to have?

ADVISED/LEADERS NOTES

It would be helpful to create situations in your own mind and examine how you would discuss them with a child. Try to think of several possible ways of helping a child understand an argument, a disappointment, or a broken promise. Question your own methods. Do they always help a child?

Encourage girls to think about what a child can really understand. You might ask girls how a child feels when a parent says "because we have to," or "this is the right way."

OPTIONS

Speculate

How would you discuss the following with a child?

- a move to a new town
- an argument between parents
- a stranger's approach and offer of money, candy, or a toy
- a broken promise
- a feeling of love
- a cancelled trip to the circus
- a trip missed because of the chicken pox
- a tonsillectomy

HOW TO'S

Break up into small groups. In the groups, discuss ways of talking with children ages 4, 6, 8, 10 about a move, an argument, etc.

In what ways does what you would tell an 8 year old differ from what you would tell a 4 year old?

Someone record what the group decides in each case.

Return to the large group and share decisions.

Suggestions:

Create examples or stories around each case listed. Tell a story to the whole group about a broken promise and a child's feelings. OR tell a story which focuses on a child's move to a new town.

Discuss how a child can be prepared for:

- a move to a new town
- a trip to the hospital for a tonsillectomy
- a stranger's approach

ADVISER/LEADERS NOTES

This exercise presents possible behaviors of small children.

- Allow girls to take responsibility for planning.
- Try to help girls if they get "bogged down."
- Let girls arrive at their own answers.
- Try not to tell them the "correct way to react in each situation."
- Remember many ideas girls have will probably work very well.
- The age of a child often determines how appropriate any behavior or reaction is.

Children often learn best when they can feel the results of their action.

Children are not always "wrong" when they act in these ways. They may have valid reasons.

OPTIONS

Debate with girls in your group what to do if a child:

- * always grabs toys or cookies from others
- * spills a glass of milk
- * wants to be first all the time breaks a window
- * wants to watch T.V. all the time

- * shoves another child
- * will not eat at times

What would be appropriate?

At what ages?

How can you make sure a child understands?

HOW TO'S

Break into small groups and discuss what each person thinks should be done.

Consider the many possible reasons that a child might grab or push or spill something.

For each case list at least 3 reasons why it might happen. Beside each reason, list what could be done.

Does the reason change what you will do?

Think of circumstances under which the child would not be responsible.

What would you do in these cases?

ADVISED/LEADERS NOTES

It is important for girls to look for the decisions which must be made in any situation. In this case, the parents had several decisions to make. Girls can use their own ideas. Encourage girls to think about what can be done to help children solve their own problems and gain independence and understanding.

You may find this interesting to talk about with your own friends. It may give you new ideas.

ACTIVITY

Situation:

A loud explosion came from the street. Then a number of angry voices could be heard. Running to the window, Mr. & Mrs. Ray saw that their son Jim's ball had been run over by a passing car and that Jim was yelling at his younger brother, Johnny.

In a few moments, Johnny came dashing into the room, screaming. Jim was on Johnny's heels, yelling at him.

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"Johnny kicked my ball on purpose." Jim yelled. "He kicked it in front of the car." Johnny screamed that he hadn't. But a small grin crossed his face.

The parents sat Johnny and Jim down and asked, "What would you like to do to each other?"

HOW TO'S

List the decisions you think the parents had to make in this situation. Give your reasons.

Decisions

- 1.
- 2.
- 3.
- 4.

Reasons

- 1.
- 2.
- 3.
- 4.

Share your lists and discuss:

Based on the parent's behavior, what do you think the parents felt was important?

Finish the story. Go around the group and each person create an ending. What do you think Johnny and Jim said or did to each other?

Discuss in your group:

What you would have done if you were a parent in this case?

How else might the situation have been handled?

ADVISED/LEADERS NOTES

By acting, girls can express their points of view, and attempt to solve problems in human relations. The question of jealousy is important to discuss, and at a Round Table discussion, each girl can share her ideas with the others. Any feelings which girls' express are important and valuable in the discussion.

OPTIONS

Visit several families with young children. Observe how the children get along. How can you tell the children are loved?

After your visits:

List your reactions and feelings.

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*Act out a happy scene between two children in a family.

AND

HOW TO'S

You may choose to do this in your own family or in a friend's family. It is suggested that you do this in a very casual way. Avoid taking notes until after your visit.

Look for: The way people talk to each other in a family, the gestures, facial expressions, and voice tones. Also observe the kinds of things the children choose to do together and with their parents.

Imagine a scene in a backyard, in a kitchen, on the way to school or somewhere else.

Plan roles for the children in your scene. Ad-lib if you like.

Try to show the many ways people communicate with each other.

Continued.....

OPTIONS

*Act out an argument between or about children in a family.

Example:

The mother says yes and the father says no to a child.

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HOW TO'S

Perhaps you can dramatize "Tammy: A Dilemma" or the situation described between Johnny and Jim in the previous activity.

Plan your scene. After each scene

Observers: Explain your reactions.
Did the children appear really happy?

In what way was the argument realistic?

Actors: Explain what you were trying to express. Also describe feelings you had while acting.

Discuss as a group how you would prevent an argument? Discuss the problem of jealousy among children.

ADVISER/LEADERS NOTES

In advance, girls will have to arrange a time to visit a school. Of course, children could be invited to the group for a "Paint-In" workshop. The purpose would be to provide entertainment for children and a direct learning experience for girls.

Materials must be provided. Enough paper, paint, crayons, and clay for 7 children will be necessary. Keep the number of children to a reasonable size. Perhaps, one or two children for each group member.

Encourage girls to discuss their observations of the children. It is important for girls to discuss how they felt as they watched the children.

Examples of questions to discuss are:

How did each girl feel when a child was having difficulty?

At what point did girls think the child's concentration was fading?

What did children's expressions tell them?

ACTIVITY

Watch children as they draw, color, paint, finger paint, work with clay, or construct objects.

As the child creates, Observe the child's:

Emotions - feelings

Facial expressions

Body movement

Hand and Eye movements

Breathing

Attention span

Conversations about work

Manual dexterity

HOW TO'S

Arrange a time with a preschool or elementary school teacher when you can observe.

Try to observe no more than two children on a visit. Really become part of their experience. Switch back and forth between the 2 children. What similarities and differences do you note?

Possibly observe children of different ages.

Present your observations to your group.

From your observations, what statements can you make about the importance of self-expression through art.

Suggestion:

Invite children to your group for a "Paint-In" and "Clay-In." Give children a chance to express themselves through art and to receive recognition.

Order and view the films MAGIC MAKERS and CLAY PLAY from the Exploring Childhood Program

Education Development Center, Inc.
15 Mifflin Place, Cambridge, Mass. 02138

ADVISER/LEADERS NOTES

Encourage girls to look for pictures which will attract children's attention and interest. Children love animals, cars, and scenes but it should not be a cluttered picture.

Girls can have the children choose pictures. It might be fun for girls to include this activity in one of the projects at the end of this section.

OPTIONS

Explore the world of children's art work.

Look at drawings, paintings, clay-work, constructions done by different children.

Ask children to tell you about their pictures and how they feel about their pictures.

OR



Collect interesting photos.

Ask children to tell you what they like most in the picture.

Complete the following after you speak with a child.

It was exciting to find out that children _____

HOW TO'S

Visit elementary school classrooms or preschools. Or invite children to display their favorite work of art at your group meeting. This is a great way to give children recognition.

Speak to each child individually about her/his art work.

Accept the child's explanations of her work. Be receptive to her/his view of the world.

Write down the feelings children expressed.

Discuss in your group, the importance of taking time to understand children's feelings. What have you learned about children's feelings, ideas, and worlds.

Search for photos in magazines or albums. Make sure the pictures are clear, uncluttered and large.

Visit with children in schools or homes, OR invite them to your group.

Continued.....

HOW TO'S

Display the pictures at children's eye level.

Ask children to tell you the story they see in the photo.

Ask children what they like or feel about the pictures.

Accept what they say. Try not to laugh at their ideas.

Other Suggestions for exploring children's feelings:

An Experience Chart

Have a child tell you a story. On large blank pieces of newsprint paper draw or write in big print each part of the child's story.

OPTIONS

Check Out and View a Film

MARIA AND THEA, LEAH AND LISA
DRAWING

From the Exploring Childhood Program
Education Development Center,
Inc.
15 Mifflin Place
Cambridge, Mass. 02138

OR

Speak to local schools and child care
agencies. Ask for available films or
materials on children's feelings and needs.

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Share your observations in a discussion
with your group.

HOW TO'S

In viewing films or materials, try to focus
on children's:

- * facial expressions
- * conversation
- * eye contact
- * attention span
- * cooperation
- * body movements
- * hand movements

You may want to jot down ideas that come to
you while watching films or reviewing materials.

Before discussion with your group, fill out
the following:

I observed that children express their
feelings:

After each person shares her (his) list, open
the floor for discussion.

A Collage - In

Here's a chance for children to be creative and express themselves. Invite children to your group. Have lots of materials such as:

old wool, scraps of fabric, twine, leaves,
and any items you can find.

Pile the materials up in a central spot.

Provide large pieces of paper and paste for the children.
Provide items that can be pasted together for construction.

Let the children have fun creating a collage or construction
with the items.

Display the children's art work in their schools or homes.

Locations for the project: backyard,
park, or basement.

Be sure to ask for parent's permissions on the appropriate
Girl Scout Form.

Try running "A Collage-In" several times with different
children.

Continued.....

SUGGESTED PROJECTS

Hold "Very Important Person Parties" (or days) for children.
Create ways of making children feel important.

Examples:

- * Take a child to a Walt Disney movie or cartoon matinee.
- * Hold a "Just for Fun" party with cake, ice cream and games. Make V.I.P. tags for children to wear.
- * Invite children who are new to your community. Have a party and show them you care.

Be sure to ask for the children's parent's written permission on appropriate Girl Scout Forms. You can get a Girl Scout Form from your Leader.

Ideas for games are included in the section "Helping Children Learn." One suggestion is to hold a "Paint or Clay-In." You will need enough clay and paint with brushes and paper.

ONE TO ONE HAPPENING

This is a project to provide warmth, understanding, and friends for handicapped or special children. Be sure to have one person for each child. You will need volunteers, a backyard, or public park and written permission on Girl Scout Forms from children's parents. Check with an agency or group that works with special children. They can provide helpful tips. Set up a Safety Committee for the project.

The first time keep your planning on a small scale. Refreshments, activities, games, and communication are the other ingredients. Use your imagination and feelings.

SUGGESTED PROJECTS

HINTS:

- * Arrange an appointment with an agency, school, or association for the handicapped or special child. Or write for lists of resources and agencies to:

American Foundation for the Blind, Inc.
15 West 16th Street
New York, New York 10011

National Association of Hearing and Speech Agencies
1800 H Street, N.W.
Washington, D.C. 20006

The National Easter Seal Society for Crippled Children and Adults, Inc.
2023 West Ogden Avenue
Chicago, Illinois 60612

United Cerebral Palsy Associations, Inc.
339 East 44th Street
New York, New York 10017

American Heart Association
44 East 23rd Street
New York, New York 10010

The National Association for Retarded Children
2709 Avenue E East
Arlington, Texas 76010

Emotional Disturbance

National Association for Mental Health
10 Columbus Circle
New York, New York 10019

* Questions to have answered by agencies or schools:

Where and how to recruit children?
What kinds of facilities and activities to
have?

Can the agency provide resource people?

* Invite children and be sure to get parent's written
permission on Girl Scout Forms.

* Be sure there are toilet facilities and name tags for
children.

* Keep the number of children small, one per group member.

* Hold the event for about two hours.

* Be sure to have several adults as supervisors.

WON'T YOU...PATCH IN?

Get involved with the Education for Parenthood project. Participate in the development of younger girls and boys. Identify yourself as part of their hope for the future. Prepare for the responsibilities of adulthood through education and experiences and proudly display this involvement by designing and wearing your own patch. Help us by designing an original symbol and sending it to us, along with a description of those projects or activities you have undertaken to express your own interests and concerns on an individual or on a group basis.

Why not plan a patch to illustrate some part of the project that your troop has done?

Why not have several patches in your troop?

Symbol Requirements

1. Each entry must be done by participant, 12 to 17.
2. Each patch should be drawn to fit inside a circle three inches in diameter.
3. At least three colors should be used in the design.
4. Patches can include a new title for the program.
5. Explain your patch and why you designed it.
6. The description of your project should include:
 - the number of girls participating,
 - the number of younger children,
 - the basic plans and action,
 - the type of outside help (agencies, parents, community resources) involved in your project or activities.

7. All entries should be mailed to the "Patch In," Program Department, Girl Scouts of the U.S.A., by January 12, 1974 with the name and age and troop number of the designer, council name and address.
8. A tally of the number of entries within a council's jurisdiction will be sent to the council office.
9. All entries will become the property of GSUSA.

Symbol Selection

1. The 12 most attractive patch designs will appear in a future edition of LEADER Magazine.
2. All Girl Scout troops will be invited to vote for the design they like best, mailing the results of the troop vote on a post card to the Program Department.
3. The winning patch will become the official symbol of the project, and will be available through the National Equipment Service.

FILMS

Films from the Exploring Childhood

Social Studies Program
Education Development Center
15 Mifflin Place
Cambridge, Mass.

CLAY PLAY
MICHAEL AND DAVID
WATER PLAY
CRAIG
MAGIC MAKER'S
IT WOULD BE MORE NICER
MARIA AND THEA, LEAH AND LISA DRAWING

FILMS TO ORDER

A GARDEN FOR EVERYONE

Mrs. McIver does not like children--or so it appears to the boys and girls in the neighborhood. But as they are to find out, this elderly widow's temperament is only a mask, concealing her empty loneliness. It is Annie and her two friends who first learn the cause of Mrs. McIver's sadness, and they decide to build her a garden. How they overcome many unexpected obstacles will inspire and delight the viewer. And, when the garden finally bursts into a glorious profusion of color, Annie and her friends realize that their efforts have been amply rewarded--they have provided a continuing source of pleasure for both Mrs. McIver and the entire neighborhood.

Code 603603-0--12 minutes--color
Sale \$160--Rental \$12.50

A PLACE OF MY OWN

In her family's crowded apartment, there is no place that Rosita can call her own. She finally finds one unused spot and there she makes a "place of my own."

Code 603602-2--11 minutes--color
Sale \$150--Rental \$12.50

HE ACTS HIS AGE

In a discussion of behavior patterns at certain ages, this film explains that a child's emotional development normally keeps pace with his physical growth. An examination of the play habits of children from one to fifteen years emphasizes the characteristics of each age group. The film stresses the need for understanding children in order to help them. National Film Board of Canada.

Code 604002-x--13 minutes--color
Sale \$200--Rental \$15

Continued.....

TERRIBLE TWOS AND TRUSTING THREES

The camera is trained on a nursery school play yard where the "terrible twos" are pushing, crawling, climbing, in never-ceasing activity. Shots at home, show mothers how best to cope with curiosity, inability to share with others and tantrums. A year later the same children are shown again at home and school, and the developments in their behavior and abilities are reviewed. National Film Board of Canada.

Code 604003-8--22 minutes--B&W
Sale \$160--Rental \$12

FRUSTRATING FOURS AND FACINATING FIVES

Follows a small boy's cheerful, zigzag course through stages four and five, in a modern nursery school. Takes up problems of discipline and shows what may be expected of and explained to a child of four and five. National Film Board of Canada.

Code 604006-2--22 minutes--color
Sale \$275--Rental \$15

Code 604005-4--22 minutes--B&W
Sale \$160--Rental \$12

FROM SOCIABLE SIX TO NOISY NINE

Illustrating the behavior that may normally be expected in children from six to nine, this film introduces a family with three children in this age group. The parents handle such characteristic problems as jealousy, occasional dishonesty, destructiveness and varying interests and abilities. National Film Board of Canada.

Code 604007-0--21 minutes--B&W
Sale \$155--Rental \$12

Code 604008-9--21 minutes--color
Sale \$270--Rental \$15

Continued.....

THE TEENS

Barry, 14, thrives on vigorous activity with his gang, while his 13-year-old brother, Timmy, still needs a certain amount of solitude, or a hobby shared with a congenial pal. Joan at 15 is well on the way to maturity, although still looking to her mother for emotional support. The film shows the active interest and sympathy required of parents to help teenagers become adult in their behavior and personalities. National Film Board of Canada.

Code 604010-0--26 minutes--B&W
Sale \$185--Rental \$14

Code 604012-7--26 minutes--color
Sale \$315--Rental \$17

A CHANCE FOR CHANGE

Cinema verite technique follows actual everyday activities of children in a Head Start program in Durant, Mississippi. The willingness of the parents and the community to cooperate is shown in this documentary. Produced by Scientific Film Services. Photographed and directed by Adam Giffard. A Contemporary Films Release.

Code 406234-4--39 minutes--B&W
Sale \$225--Rental \$17.50

EARLY EXPRESSIONISTS

Two four-year-old children recording their spontaneous and rhythmic movements with various media are depicted in this film. Produced and directed by Joyce Brooke. Photography by Jerry Stoll. A Contemporary Films Release.

Code 406436-3--15 minutes--color
Sale \$205--Rental \$20

Continued.....

FROM CRADLE TO CLASSROOM: PARTS I AND II

One-half of a person's general intelligence is formed by the age of four. Modern educational programs are attempting to make these formative years more beneficial. New Processes can start the education of children as early as twelve or thirteen months. The use of special teaching machines and instructional techniques are shown which can increase not only physical skills such as locomotion, but motivational, verbal, and conceptualizing abilities. Educational toys and association drills at the earlier ages, and reading and logic practice for the two-, three-, and four-year-old group are explained and demonstrated as are the controversies which early-age education causes. Produced by CBS News for the "21st Century" series.

Code 689356-1--51 minutes--color
Sale \$610--Rental \$40

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SUGGESTED READINGS

- Alder, James B. (ed.), In Praise of Babies, Doubleday and Company, 1968, 29 pp., \$2.95
- Alderfer, Helen, & Edwin Alderfer, Helping Your Child to Grow, Herald Press, 1968, 39 pp., (Paperback \$.35)
- Almy, Millie, Ways of Studying Children, Horace Mann Lincoln Institute of School Experience - Teacher's College, Columbia University, 1969.
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- Berson, Kindergarten, Your Child's Big Step, Dutton.
- Boulby, John, Child Care & the Growth of Love, Penguin
- Brackbill, Honne, (ed.) Infancy and Early Childhood, The Free Press, Collier, 1967, 523 pp.
- Canner, Norman, And a Time to Dance, Beacon Press
- Chukovsky, Korner, From Two to Five, University of California Press, 1968
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- Dinkmeyer and Kreikurs, Encouraging Children to Learn, Prentice-Hall
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- Fassler, Joan, One Little Girl, Behavioral Publications, 1969, 20 pp., \$3.95.
- Fraiberg, Selma, The Magic Years, Chas. Scribner's Sons, 1959.
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- Hechinger, Preschool Education Today, Doubleday, 1966
- Hunter, Edith F, Conversations with Children, Beacon Press
- Hymes, James, Before the Child Reads, Row Peterson & Co., Evanston, Ill., 1968
- Krisvov, Joel, New Games to Play, Follett Publishing
- LeShan, Eda, On How do Your Children Grow, David McKay, 1972, 306 pp., \$5.95
- Marzollo, Jean, Learning Through Play, Harper & Row, 1972
- Mearns, Creative Power, Dover Publishing
- Miller, Susanna, The Psychology of Play, Penguin
- Pines, Maya, Revelution in Learning, Harper & Row
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- Rasmussen, M., Play - Children's Business, Child Study Assn.
- Satir, Virginia, Peoplemaking, Science and Behavior Books, 1972.
- Sawyer, The Way of the Storyteller, Viking Press
- Sharkey, Bernarda, Growing to Wonder, Paulist Press, 1971, 96 pp., \$1.95

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- Sharp, Evelyn; Suppes, P, Thinking is Child's Play, Dutton, 1969
- Shedd, Charlie, Promises to Peter: Building a Bridge from Parent to Child, Word Books, 1970, 147 pp., \$3.95
- Sheely, Emma D., The Five and Sixes go to School, Holt, 1954
- Young, Leontine, Life Among the Giants, McGraw-Hill, 1965, 193 pp., \$2.45 (paper)
- Young, Leontine, Wednesday's Children: A Study of Child Neglect and Abuse, McGraw-Hill, 1964, 195 pp., \$2.45 (paper)
- Ulrich, Sharon, Elizabeth, University of Michigan Press, 1972, 122 pp., \$4.95

SUGGESTED MATERIALS

The following materials are available through the Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005

- 64 Nutrition and Feeding of Infants and Children Under Three in Group Day Care. HEW, 1971, 32 pp., \$.50.
- 99 Child Care Reprints-Volume III "For Handicapped Preschoolers-Early Childhood Education." A folder of reprints compiled by DCCDCA, 1972, 46pp., \$1.75.
- 8 Guidelines for Observation and Assessment: An Approach to Evaluating The Learning Environment of a Day Care Center. Llse Mattick and Frances J. Perkins, DCCDCA, 1972, 42 pp., \$1.75.
- 39 I Saw A Purple Cow and 100 Other Recipes For Learning. The PAR team. Little, Brown and Company, 1972, 96 pp. Illustrated. \$2.95.
- 40 Recipes For Fun. Parents as Resource Project, 1970. 40 pp. Illustrated. \$2.00 (Also available in Spanish)
- 44 World of Children. 1970 White House Conference on Children, 18 pp. \$.50.
- 45 The Scrap Book: A Collection of Activities For Preschoolers. Friends of Perry Nursery School, Ann Arbor, Michigan, 1972, 138 pp. \$2.00.
- 51 Baby Learning Through Baby Play. Ira J. Gordon, St. Martin's Press, 1970, 121 pp. \$3.95.
- 54 Easy-To-Do Toys and Activities For Infants and Toddlers. Beverly Upchurch. Infant Care Project of the University of North Carolina at Greensboro, 1971, 42 pp. Illustrated. \$1.50
- 66 The Good For Me Cookbook. Karen Croft. R & E. Research Associates, 70 pp. Illustrated \$2.25.

68 How Children Grow. NIH/DHEW, 1972, Reprinted by DCCDCA, 57 pp. \$2.00

32 Playgrounds For City Children. ACEI, 1969, 56 pp. \$1.50

AV-2 WORKING WITH CHILDREN IN DAY CARE. LaVisa Wilson and DCCDCA. 10 color
Filmstrips including a 33-1/3 record, a copy of the script, a programmed
assignment notebook, and instruction sheet. 280 frames. \$15.00

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